DOCUMENT RESUME

ED 159 465 CE 018 051

TITLE	Arizona Traffic Safety Education, K-8. Grade 5.
INSTITUTION	Mesa Public Schools, Ariz.
SPONS AGENCY	Arizona State Dept. of Education, Phoenix.
PUB DATE	77
NOTE	138p.; For related documents see CE 018 050-054 and CE 018 192-200
EDRS PRICE	MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS	*Bicycling; Curriculum Guides; Decision Making Skills; Evaluation Methods; Grade 5; Intermediate Grades; Learning Activities; Learning Modules; *Pedestrian Traffic; Performance Based Education; Resource Materials; *Safety Education; Service Vehicles; Skill Development; Traffic Circulation; Traffic Patterns; *Traffic Safety; *Vehicular Traffic
IDENTIFIERS	Arizona

ABSTRACT

One in a series designed to assist Arizona elementary and junior high school teachers in developing children's traffic skills, this curriculum guide for grade 5 deals with the how and why of traffic safety. Based on the introduction to highway safety rules and laws that students have mastered in grades K through 3, the program for grades 4 through 8 emphasizes decision-making, using good judgment, taking the safest actions, and the importance of obeying rules and laws. Introductory information provided for the teacher includes instructions in using this program and an explanation of student evaluation methods. The three lessons on traffic safety, which are identical for grades 4, 5, and 6, cover the following subjects: the street as a hostile environment; decision-making in the hostile street environment; and communication, predictability, and traffic safety in the hostile street environment. Then for the topics of bicycle, pedestrian, and passenger safety, each guide explores a different aspect; in grade 5 the lessons focus on the bicyclist's decision-making process in mixing with traffic, pedestrians crossing the street, and passenger safety on the bus. Each lesson contains a complete plan, incorporating objectives, key points, a list of needed materials, suggested activities, student assessment procedures, and additional resource materials. (ELG)

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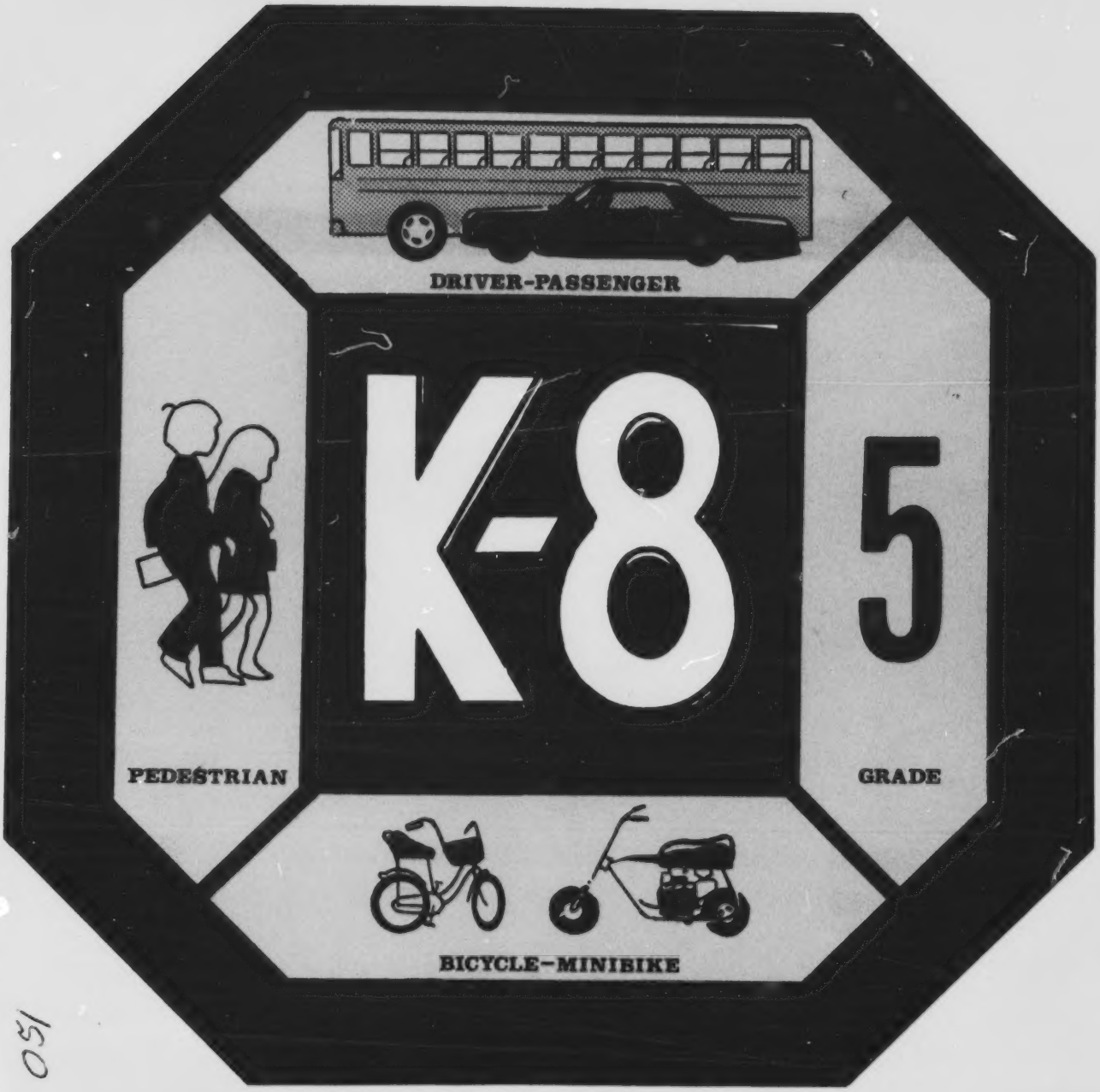
ARIZONA
TRAFFIC SAFETY EDUCATION



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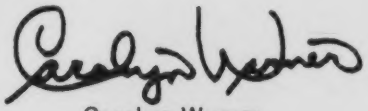
FOREWORD

Educators, legislators, and citizens from every walk of life in each of the fifty states are studying ways to accommodate boys and girls in our ever-increasing mobile society. With the greater rate of mobility among people comes the need for safety education to assist each child in maintaining a safe and comfortable life. Safety education has long been an integral part of instructional programs in our schools, but we are now attempting to focus on safe highway education through a sequential system of concept development. Basic understandings and safety-oriented attitudes of young people toward responsibility as pedestrians, bicycle riders, and passengers will serve them well through their growing years and into the time when they are driving their own cars.

The Driver and Safety Education Division, Department of Education, in cooperation with the Mesa Public School System, has prepared this Resource Guide for elementary teachers to assist them in helping children develop awareness of their responsibilities as highway users. It is our hope that the Resource Guide aid in cutting across the fabric of the total elementary school program.



Carolyn Warner
Superintendent

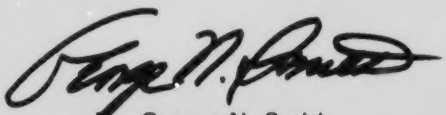
INTRODUCTION

At a time when traffic accidents are a major hazard in the lives of our young people, it is gratifying for the Mesa Public Schools to be involved in the development of this elementary traffic safety education guide. It is our purpose that, with this guide, teachers will be able to provide elementary students with the knowledge, skills and attitudes necessary to avoid the suffering and loss caused by traffic mishaps.

To adequately prepare young citizens to become safe and responsible highway users, a comprehensive K-12 traffic safety program is required. To this end, these lessons, developed from materials gathered from across the entire country, are provided. Key concepts and activities have been researched, formulated and developed, and lesson formats have been designed for ease of teacher use. Materials are not simply provided; a lesson plan concept is used complete with objectives, key points, material lists, suggested (and flexible) activities, student assessment procedures and additional materials not readily available in the classroom.

All lessons have been field-tested throughout the Mesa School District and in other districts. Lessons were evaluated for importance, usability in the classroom, appropriateness of activities and materials, time to teach, grade level, student achievement and interest, and other key variables. Where revisions were needed they were made.

It is our sincere desire that these lessons, in the hands of concerned teachers, will assist our youth in becoming responsible, skillful and safe highway users.



Dr. George N. Smith
Superintendent
Mesa Public Schools

TO THE TEACHER:

The lessons contained in this curriculum do not deal specifically with learning rules and laws related to pedestrian, bicycle, and passenger safety. These lessons were developed on the premise that most students by the fourth grade have already gained this basic knowledge. This will be especially true as students are exposed to the K-3 lessons.

In the preliminary implementation of the 4-8 lessons, therefore, you may find it necessary to provide information on rules and laws before beginning the program.

In essence, the K-3 highway safety lessons teach WHAT a person should do in traffic situations. The 4-8 lessons teach the more complex HOW and WHY of highway safety. The HOW deals with making proper decisions, using good judgment, and taking the safest actions. The WHY deals with understanding the need for rules and laws and the importance of obeying them. Throughout the 4-8 lessons the understanding and responsibility of the individual highway user is emphasized.

Good luck, and our sincere appreciation to you for your genuine interest in the safety of your students.

USING THIS PROGRAM

This program is designed to equip students with the traffic safety skills they need. Each lesson teaches a skill (OBJECTIVE). The KEY POINTS outline the content necessary to teach that objective. ACTIVITIES are designed to help you teach the key points and reinforce the lesson objective. Students should be assessed after each lesson, or as often as possible, to be certain they have acquired the necessary skills and mastered the objective.

Some assessments require meeting individually with each student, preferably in an area where he will not be distracted. Enrichment activities can be used for other students during this type of assessment (color, cut and paste, etc.) If assessment time becomes a problem, refer to random sampling procedures included in these assessments.

When assessment involves student demonstration and/or description, accept the student's first response, and go on. Do not prompt or give remedial help during assessment. Remedial help and reassessment can be provided later.

After teaching the lesson and assessing each student (or sample of students), record whether or not the student has achieved the objective. A suggested Assessment Checklist is shown below. If a student has mastered the lesson objective, check the box corresponding to that objective and the student's name. Put a circle in the box if the student has not mastered the objective. Reassess after remedial help has been given, and check if the objective is mastered.

NAME	OBJECTIVE NUMBER												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Linda C.	✓	○											
Bobby R.	✓												

In the example shown above, Linda C. mastered Objective One, and has been assessed on Objective Two, but has not mastered it. Bobby R. has mastered Objective One (after not mastering it on his first attempt). Bobby has not yet been assessed on Objective Two.

ASSESSMENT CHECKLIST

NAME	OBJECTIVE NUMBER												
	1	2	3	4	5	6	7	8	9	10	11	12	13

TRAFFIC SAFETY CONCEPTS – FOURTH THROUGH SIXTH GRADES

LESSON ONE

"THE STREET: A HOSTILE ENVIRONMENT"

OBJECTIVE ONE

Given a picture of a street environment, the student will *identify* traffic dangers and *describe* why the street is a hostile environment.

KEY POINTS

1. The street is a *hostile environment* because it is made for the operation of heavy, high-speed vehicles and people can, and *do*, get hurt there when they do the wrong things.

2. Some of the *dangers* which make the street a hostile environment are:

   a. heavy traffic

   b. fast traffic

   c. objects which block view or movement

   d. special vehicles (heavy trucks, emergency vehicles, etc.)

   e. drivers breaking traffic laws

   f. turning cars

   g. backing cars

MATERIALS NEEDED

For each student make a ditto copy of "Dangers That Make The Street A Hostile Environment." (Optional for Activities 1, 2, 3)

Make ditto copies of the chart "Dangers In The Hostile Environment," one for every three students. For each three students, a pencil and heavy cardboard backing or clipboard for the chart. (Activities 2, 5)

Masking tape or chalk for setting up a simulated street corner. See "Directions For Setting Up A Simulated Street Corner," included with this lesson. (Activity 3)

Mural-size sheet of butcher paper, pencils, crayons or markers, construction paper, and straight pins. (Activity 4)

For each student make a ditto copy of the graph "Dangers In The Hostile Environment." (Activity 5)

For each student make a ditto copy of the "Assessment, Trafficville." (Assessment)

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. On the chalkboard, write "HOSTILE = DANGER!" Explain to students that the street is an *unfriendly* place. It is a *hostile environment* (place). This is because the street was made for high-speed activity of vehicles (cars, trucks, motorcycles, etc.) not for people. Even being very careful, doing all the right things, you may be hurt or even killed in the hostile environment of the street. Unless you are very careful (do the right things) you may be hurt, or even killed.

   Ask students to describe how the street can be *hostile*, then add to the list of dangers from the sheet "Dangers That Make The Street A Hostile Environment." REMEMBER: Regardless of what is happening in the street, it is still *HOSTILE*. The street was made for the high-speed vehicles, not for people.

   You may wish to ditto copies of the "Dangers" sheet for each student.

2. Begin as in Activity 1. Add a discussion of traffic dangers students saw on the way to school and prepare for a *walking tour* to a nearby intersection.

   Have students form teams of three and provide each team with a copy of the chart "Danger In The Hostile Environment," fastened to cardboard or a clipboard. Be sure all teams have pencils.

   Take a walking tour to a busy intersection. Instruct students to stay with the group and walk in an orderly manner. Teams should:

   a. Place a check mark (✓) on the line after each danger they see on the way and at the intersection. Each time a danger is seen, add another check.

   b. Teams should find as many dangers as possible.

   c. Unlisted dangers may be added at the bottom of the team chart.

   NOTE: You may wish to mark your own copy of the chart during the tour. If students need extra guidance, stop at points along the walking tour and discuss the dangers seen at that particular spot.

Upon returning to the classroom, have students total the number of times they saw each danger and write the totals on the right side of the chart.

Discuss with students the dangers they observed. Have them note the ones that were greatest in number. Have students describe why the things they saw cause the street to be hostile. (Note: See Activity 5 for related activity.) *Emphasize* that the street is an unfriendly (*hostile*) place. It is for cars and other vehicles, not for people. Even if you do all the right things, you can still be hurt or killed there.

3. Begin as in Activity 1. Add a *simulated street situation.*

   Set up a simulated street corner as shown in the attached instructions. You may add more to the situation by including driveways, railroad crossings, signs, etc.

   Explain that small groups of students will be asked to "show" the rest of the class a particular danger. Divide students into groups, show them the simulated street corner, and tell them to pretend it is a real corner. Then:

   a. Have each group choose a danger from the "Dangers" list.

   b. Have students decide what they will be and how they will show the dangers. (For example: *backing cars* – one student can be a car backing out of a driveway near the intersection. Other students can be pedestrians and/or bicyclists. The students can show what happens (car hits students) if they don't watch out for the dangers.)

   c. Next, have the groups act out their danger by showing what might happen.

   d. Other students can then describe the dangers shown in this simulated hostile environment.

   e. Action continues with different groups acting out each danger.

   AGAIN STRESS: The street is hostile. It is for vehicles, not people. Even if you are very careful, it is a *dangerous, unfriendly* place.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Using mural-size butcher paper, have students work in small groups to construct a street scene which shows dangers.

   For example: One small group can sketch in the streets, driveways, intersections, and alleys. Others may draw and cut out objects such as cars, bushes, people, traffic signs, etc. The students may take turns pinning their objects on the scene.

5. If students took the tour of nearby streets in Activity 2, you may wish to have them complete the bar graph provided with this lesson.

   Working with their original groups of three they should:

   a. Count all the vehicle dangers marked on their vehicle chart. (Give the total for all vehicle items 1 through 8.)

b. On the graph locate the word "vehicle." Go across that line until they come to the horizontal line which gives the number of vehicle dangers they saw. Place a dot (•) at the point where the two lines intersect or cross each other.

c. Complete the same steps for each of the other kinds of danger (human or animal, things, and places).

SUMMARY

When a person enters the street, as a pedestrian, bicyclist, or passenger, he is entering a *hostile environment*. Discuss some of the *dangers* which make it so. Point out that in later lessons, students will learn how to be *safer* in the hostile environment. But the main thing is to remember that the street is *always* hostile and no matter how carefully they act people can, and do, get hurt there.

ASSESSMENT PROCEDURE (OPTIONAL)

Distribute one copy of the assessment exercise (Trafficville) to each student. Have students circle the traffic *dangers* which make the street hostile and that could cause injury to people. Have students write in their own words (on the back of Trafficville) why the street is a *hostile place (environment)*. An assessment answer key is provided. To achieve the objective, students should identify 5 dangers and correctly describe why the street is a hostile place. Score, record, and give help where needed.

DANGERS
THAT MAKE THE STREET A
HOSTILE ENVIRONMENT

1. NORMAL DANGERS
    a. heavy traffic
    b. fast traffic
    c. objects which block view (or movement)
    d. special vehicles (heavy trucks, fire engines, police cars, etc.)
    e. drivers breaking laws
    f. turning cars
    g. backing cars
2. ALSO, SOME SPECIAL DANGEROUS PLACES:
    a. railroad tracks crossing the road
    b. shopping center parking lots
    c. driveways and alleys
    d. construction sites
    e. accident scenes
    f. no sidewalks

CHART

DANGERS IN THE HOSTILE ENVIRONMENT

Directions: *Each* time you see a danger, place a check mark (✓) by the correct line.

DANGER	TIMES SEEN	
1. NORMAL DANGERS		
a. heavy traffic		
b. fast traffic		
c. objects which block view (or movement)		
d. special vehicles (heavy trucks, fire engines, police cars, etc.)		
e. drivers breaking laws		
f. turning cars		
g. backing cars		
	Total	
2. ALSO, SOME SPECIAL DANGEROUS PLACES:		
a. railroad tracks crossing the road		
b. shopping center parking lots		
c. driveways and alleys		
d. construction sites		
e. accident scenes		
f. no sidewalks		
	Total	

DIRECTIONS FOR SETTING UP A SIMULATED STREET CORNER

Masking tape or chalk can be used for setting up a simulated street corner in your classroom. (The gym or playground may also be used if there is a problem of classroom space.)

The street corner should include crosswalks that are either drawn with chalk or laid out with white tape. The street corner should resemble the one shown below. The dimensions provided are suggested. However, select those dimensions that best suit your situation.

Suggested minimum dimensions: (approximate)

Street width – 12′ (3.5 m)
Crosswalk width – 3′ (1 m)

GRAPH

DANGERS IN THE HOSTILE ENVIRONMENT

KIND OF DANGER

a. heavy traffic

b. fast traffic

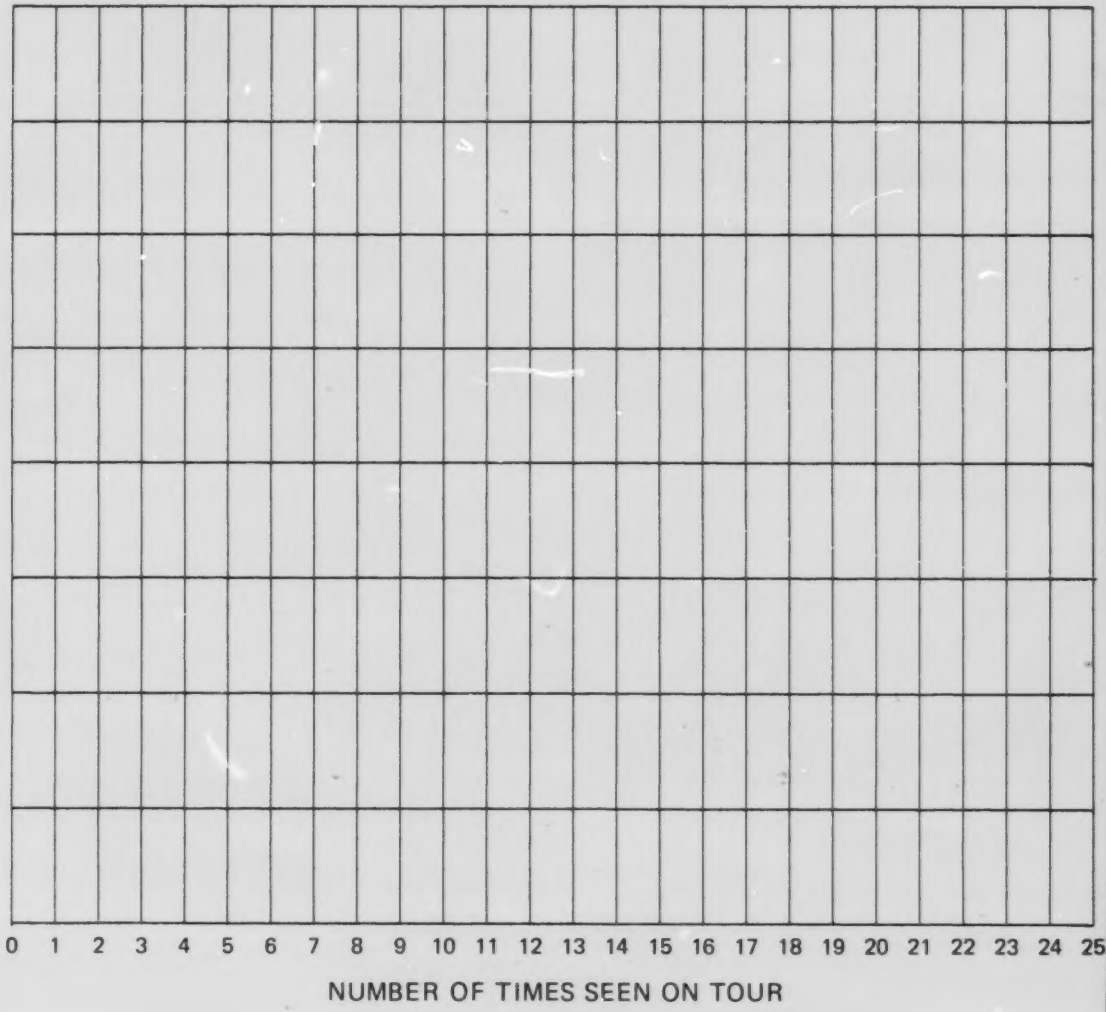
c. objects which block view

d. special vehicles

e. drivers breaking laws

f. turning cars

g. backing cars



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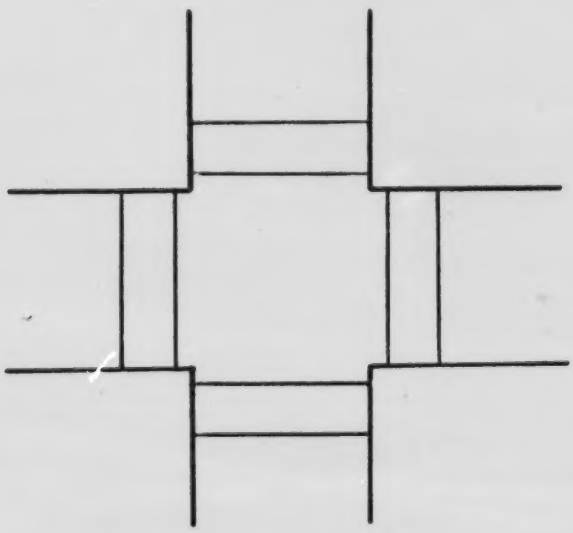
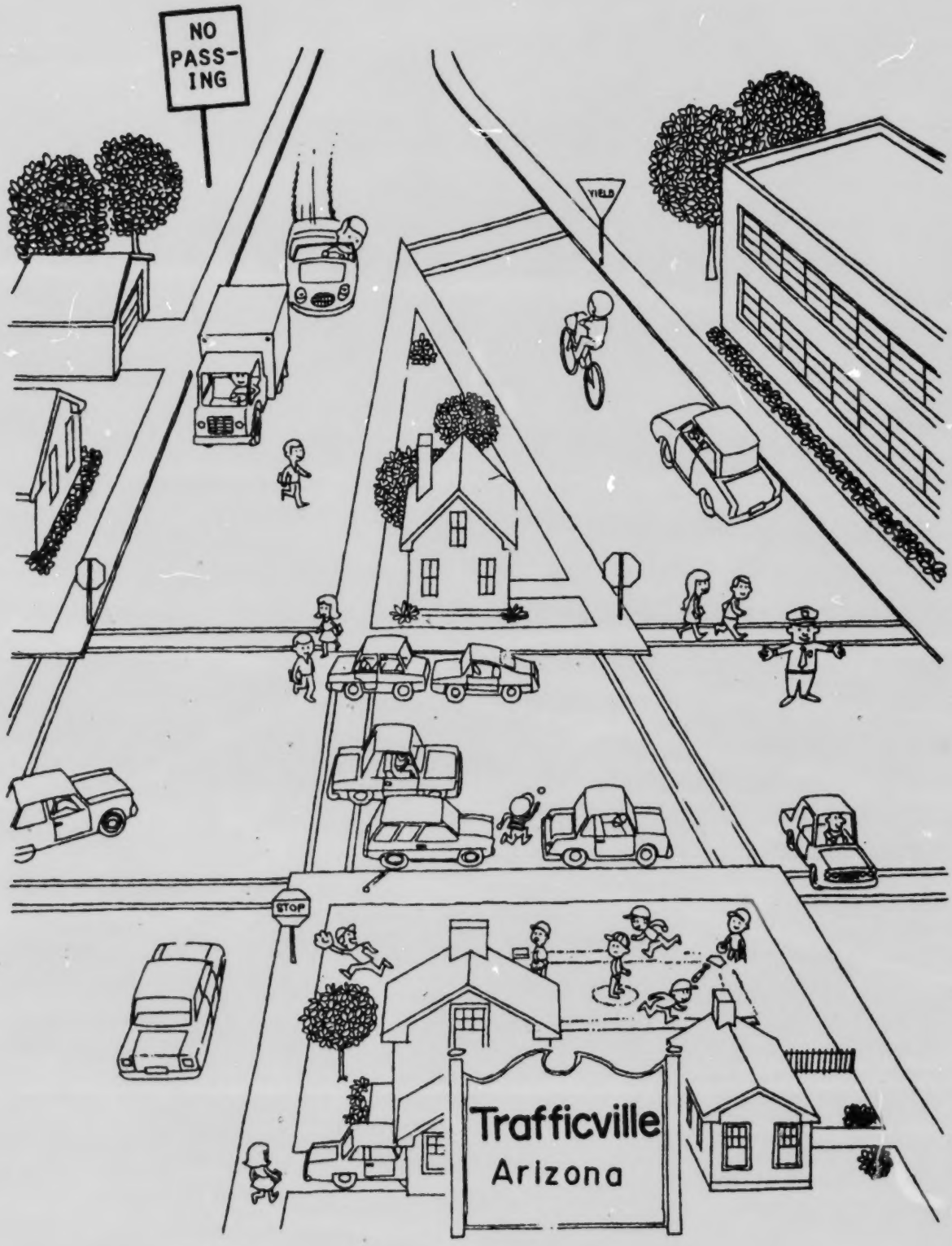


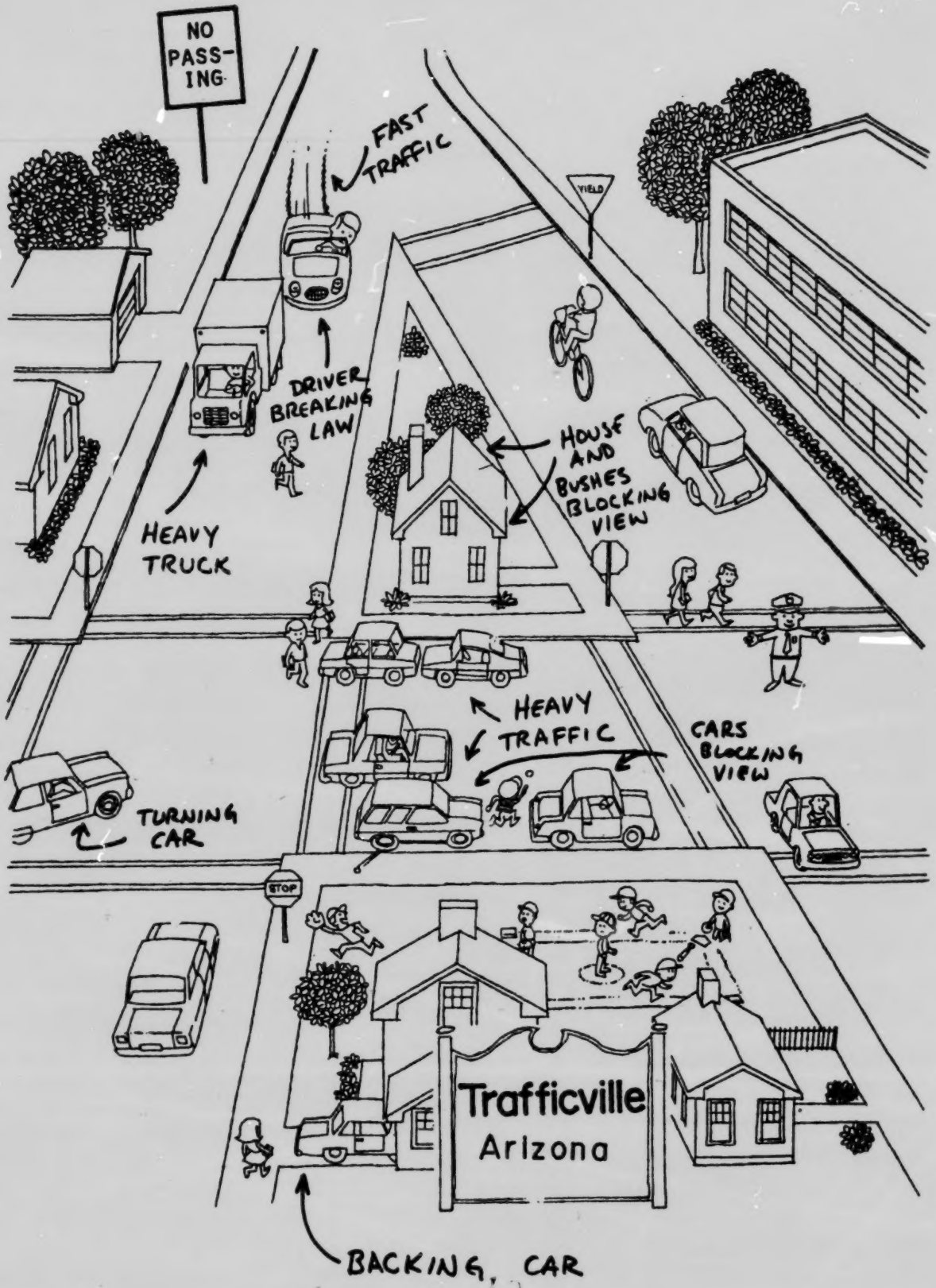
THE STREET IS A *HOSTILE PLACE (ENVIRONMENT)* BECAUSE:

- IT IS MADE FOR HEAVY, HIGH-SPEED VEHICLES
- PEOPLE CAN, AND DO, GET HURT OR KILLED THERE – EVEN WHEN THEY DO THE RIGHT THINGS THEMSELVES

ASSESSMENT NAME _____



ASSESSMENT NAME KEY



TRAFFIC SAFETY CONCEPTS – FOURTH THROUGH SIXTH GRADES

LESSON TWO

"MAKING DECISIONS IN THE HOSTILE STREET ENVIRONMENT"

OBJECTIVE TWO

Given the letters I.P.D.A., the student will *name* and *describe* the four steps in the decision-making process.

NOTE: Either Fourth Through Sixth Grades, Lesson One, "The Street: A Hostile Environment," or other instruction on the street as a dangerous place should be completed before this lesson.

KEY POINTS

1. Most traffic mishaps are *caused* by bad decisions. Bad decisions are made when situations and events are not understood correctly. If *decision-making* in traffic situations can be improved, accidents can be prevented.

2. Being safe in traffic (for a pedestrian, bicyclist, or passenger) involves making *good* decisions based on *seeing* and *interpreting* situations and events correctly.

3. The decision-making process includes four steps:

   a. IDENTIFY – *find* the important clues.

   b. PREDICT – *figure out* what might happen.

   c. DECIDE – *figure out* the *best* thing to do.

   d. ACT – *do* what you decided.

4. Even though a person may make good decisions, the street is still a *hostile environment* and great care must still be taken.

MATERIALS NEEDED

For each student make a ditto copy of the worksheet, "The Decision-Making Steps." (Activity 1)

Make one transparency and one copy from masters of "Situations" 1 through 4. Obtain overhead projector. (Activity 2)

For each student make a ditto copy of "Using I.P.D.A. To Make Good Decisions In Traffic." (Activities 2, 3)

For each student make a ditto copy of the "Hidden Words Puzzle." (Activity 4)

For each student make a ditto copy of the "Assessment Exercise." (Assessment)

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Explain to students that even though the street is a hostile environment and people do get hurt or killed there, most accidents can be prevented if we make the right *decisions* in traffic situations. Indicate that they will learn the steps which can help them make *good* decisions and thus avoid injury or death.

   Distribute copies of "The Decision-Making Steps."

   On the chalkboard write (vertically) the letters I.P.D.A. Explain that the first step in making good decisions is to *IDENTIFY*, or find out the important clues (what is around you). Write IDENTIFY after the letter I and have students complete Step 1 on their "Decision-Making Steps" charts.

   Explain that the next step is *PREDICT*, or figure out what will, or might, happen around you. Write PREDICT on the board after the letter P and have students continue on their charts.

   Explain the next step is *DECIDE*, or to figure out the best thing to do. Write on the board and have students continue on their charts.

   Explain the next step is *ACT*, or to do what you decided. Complete the item on the board and have students complete their charts.

   Ask questions, guiding students to include items from the chart "Making Decisions In A Hostile Environment." For example, for Step 1:

   a. How do you find out what dangers are in the street?

   b. What might you see? Hear? Smell?

   c. How can you tell if an object is a danger?

   NOTE: Emphasize that even though *we* make good decisions, the street is still a hostile environment. We must always be careful of others who do *not* make good decisions.

2. Distribute the sheet "Using I.P.D.A. To Make Good Decisions In Traffic." Discuss the meaning of the steps as in Activity 1. Explain that the students will use the sheet to make some decisions about traffic situations.

   Have students form small groups. Distribute a different traffic situation picture to each group. Have students (a) IDENTIFY important clues to what is happening. (b) PREDICT what will happen, and (c) DECIDE what should be done and how it should be ACTed out. Students should write what is identified, predicted, etc. Assist groups as required.

   When all groups have finished, project transparencies of each situation and have groups present their solutions. Other students may add things a group may have missed. Correct or add from responses on the back of the situations.

3. Distribute the sheet "Using I.P.D.A. To Make Good Decisions In Traffic." Discuss the meaning of the steps as in Activity 1. Explain that the students will act out some situations which might occur at or around school. (See "Decision Situations" sheet for ideas.)

   Indicate that some students will demonstrate a situation and the rest will apply the I.P.D.A. decision-making process to the situation.

   For example: In Situation 1, have one student act as a bicycle rider about to pass a parked car. Have another student sitting in a chair acting as the driver of a parked car. Use a piece of cardboard as the door of the car. *Identify* the clues. *Predict* what may happen. *Decide* what to do. *Act* it out.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Provide each student with a copy of the "Hidden Word Puzzle." They are to find the hidden words indicated.

5. Teach the students the song "When I Am Walking."

When I Am Walking

Tune: "You Are My Sunshine" or "This Land Is Your Land"

When I am walking, or when I'm riding
While on my way to school or play
I'm very careful to watch at corners
And think, I – P – D – A.

When cars are whizzing, their motors humming
IDENTIFY, PREDICT, then, ACT.
I'm walking safely, and playing safely
With the boys and girls I meet.

SUMMARY

In the hostile environment of the street, people are *responsible* for their own safety. Their safety is determined by making good decisions based on *identifying* the important clues, *predicting* what might happen, *deciding* what to do, and *acting* out their decisions. If people make good decisions, they are less likely to be hurt. However, other people do not always make good decisions – remember *that* when you make *your* decisions. In future lessons you will learn to apply the I.P.D.A. process to more traffic situations.

ASSESSMENT PROCEDURE (OPTIONAL)

Distribute one copy of the assessment item to each student. Have them write the steps of the decision-making process after the letter provided, then write what each step means. To achieve the objective, the student will correctly identify three of the four steps of the decision-making process. Score, record, and give help where needed.

WORKSHEET

THE DECISION-MAKING STEPS

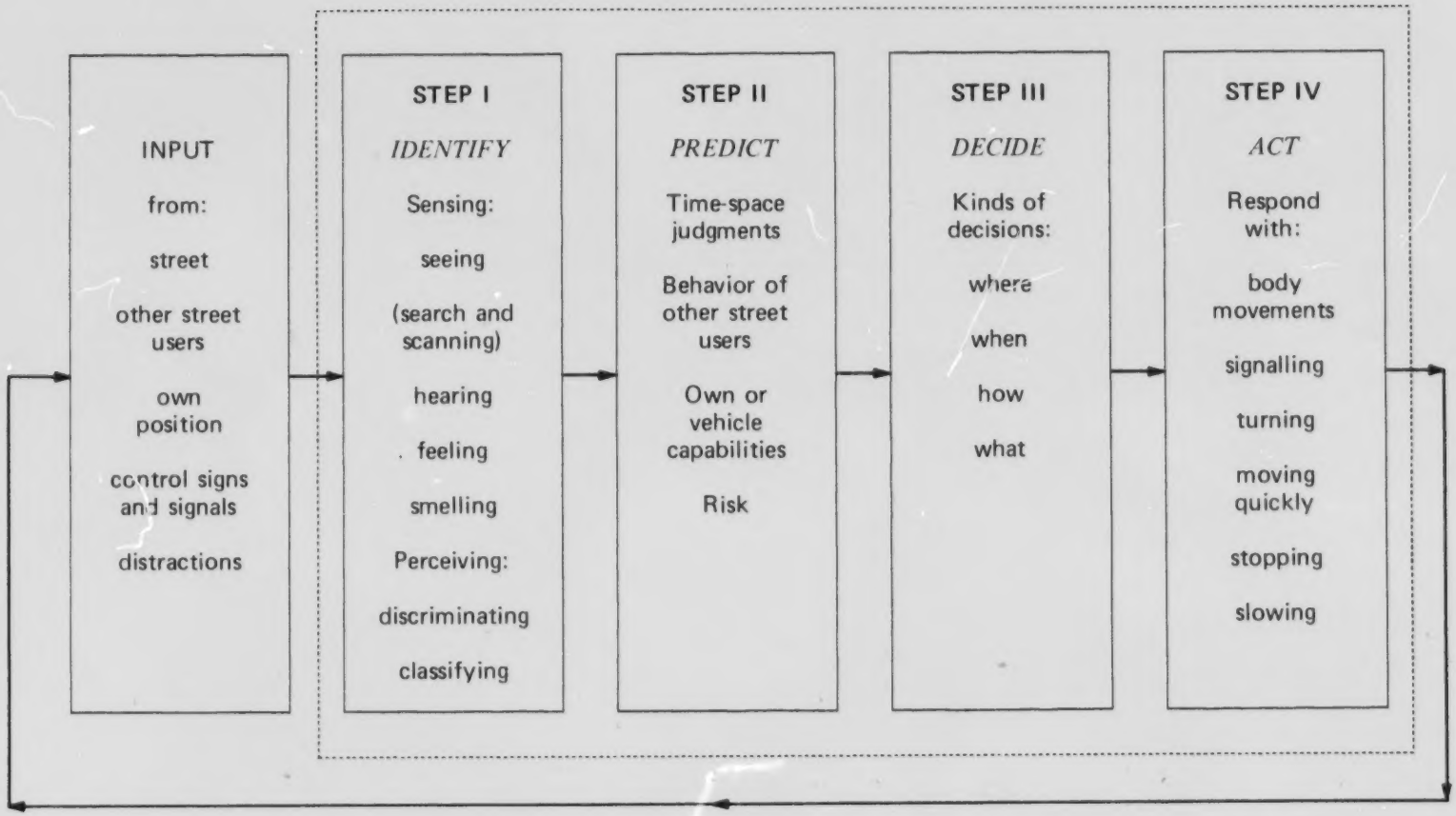
I = ___ ___ ___ ___ ___ ___ ___ ___ Step 1: Find the important clues

P = ___ ___ ___ ___ ___ ___ ___ Step 2: Figure out what might happen

D = ___ ___ ___ ___ ___ ___ Step 3: Figure out the best thing to do

A = ___ ___ ___ Step 4: Do what you decided

MAKING DECISIONS IN A HOSTILE ENVIRONMENT



USING I.P.D.A. TO MAKE GOOD DECISIONS IN TRAFFIC

I = *IDENTIFY:* What are the *important clues*?

P = *PREDICT:* What *might* happen?

D = *DECIDE:* What is the *best* thing to do?

A = *ACT:* How would you *do* it?

SITUATION 1

SC-IV, V, VI

I = *IDENTIFY:* What are the important clues?

a. Seeing backup lights of car and driver in car.

b. Hearing car motor.

c. Smelling car exhaust.

P = *PREDICT:* What might happen?

a. Driver will probably back car out of driveway.

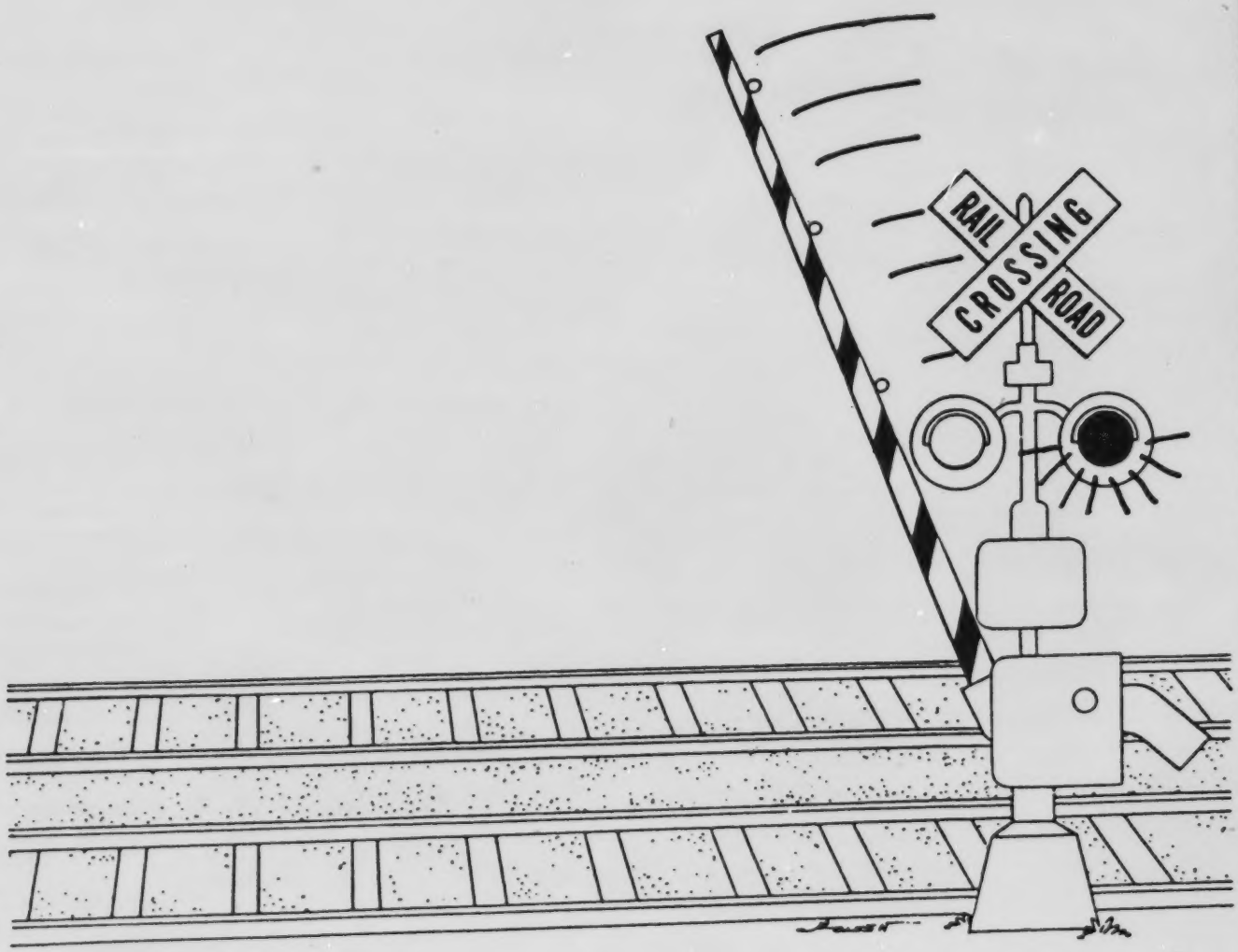
D = *DECIDE:* What is the best thing to do?

a. Keep out of the driveway and away from the car.

A = *ACT:* How would you do it?

a. Back away from the driveway.

SITUATION 2



I = *IDENTIFY:* What are the important clues?

a. Railroad signal light is flashing.

b. Crossing guard arm is lowering.

P = *PREDICT:* What might happen?

a. A train is probably coming down the track.

D = *DECIDE:* What is the best thing to do?

a. Don't cross the track until the train has passed.

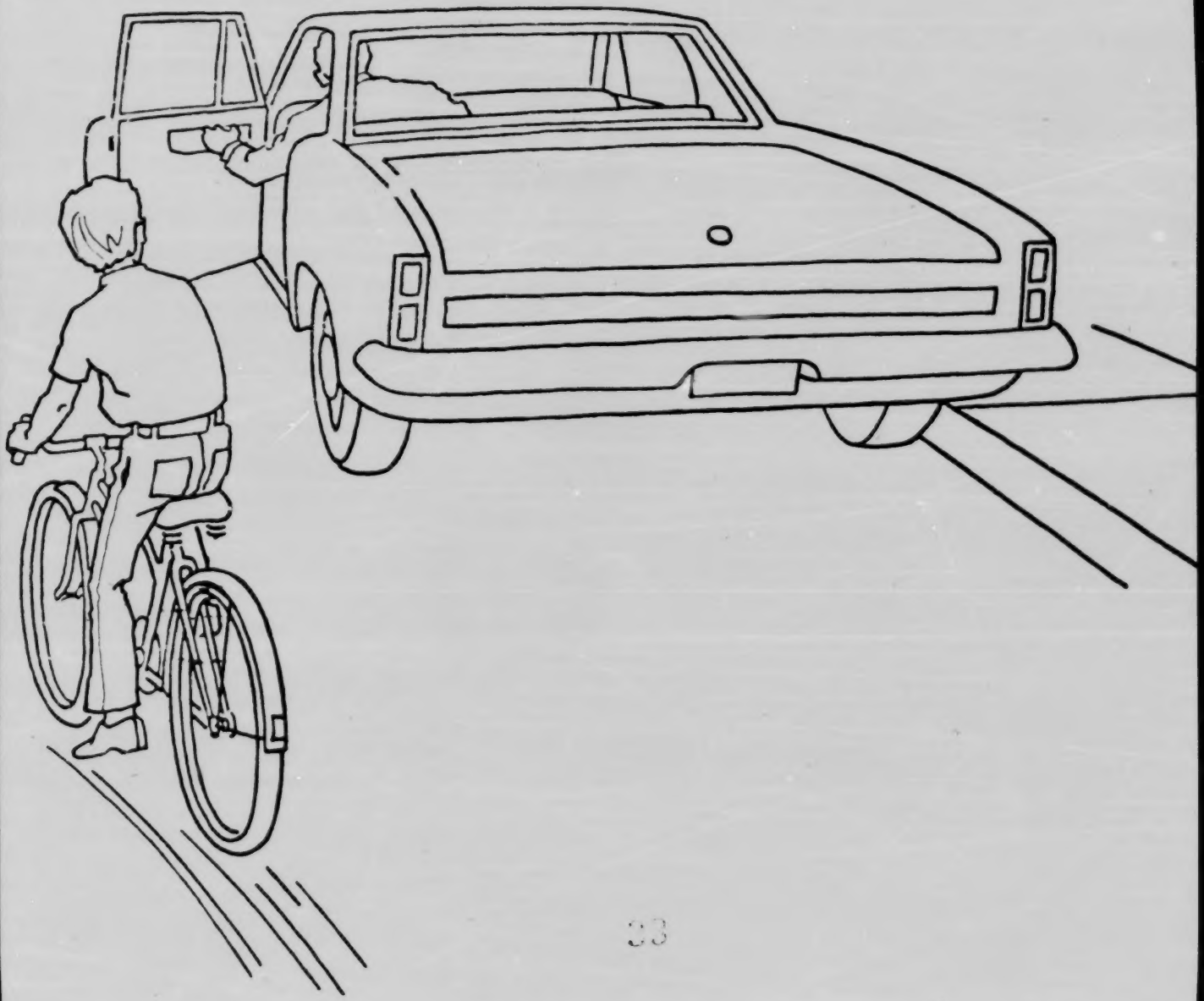
A = *ACT:* How would you do it?

a. Stop.

b. Wait until the train has passed, the signal light has stopped flashing, and the crossing guard arm is raised.

c. Carefully look up and down the track before crossing.

SITUATION 3



YOU ARE THE BICYCLIST

I = *IDENTIFY:* What are the important clues?

a. The driver is opening the car door.

P = *PREDICT:* What might happen?

a. The bicyclist may hit the door or the man.

b. The bicyclist may swerve out into the line of street traffic.

c. There may be a car coming up behind the bicyclist in the next lane.

D = *DECIDE:* What is the best thing to do?

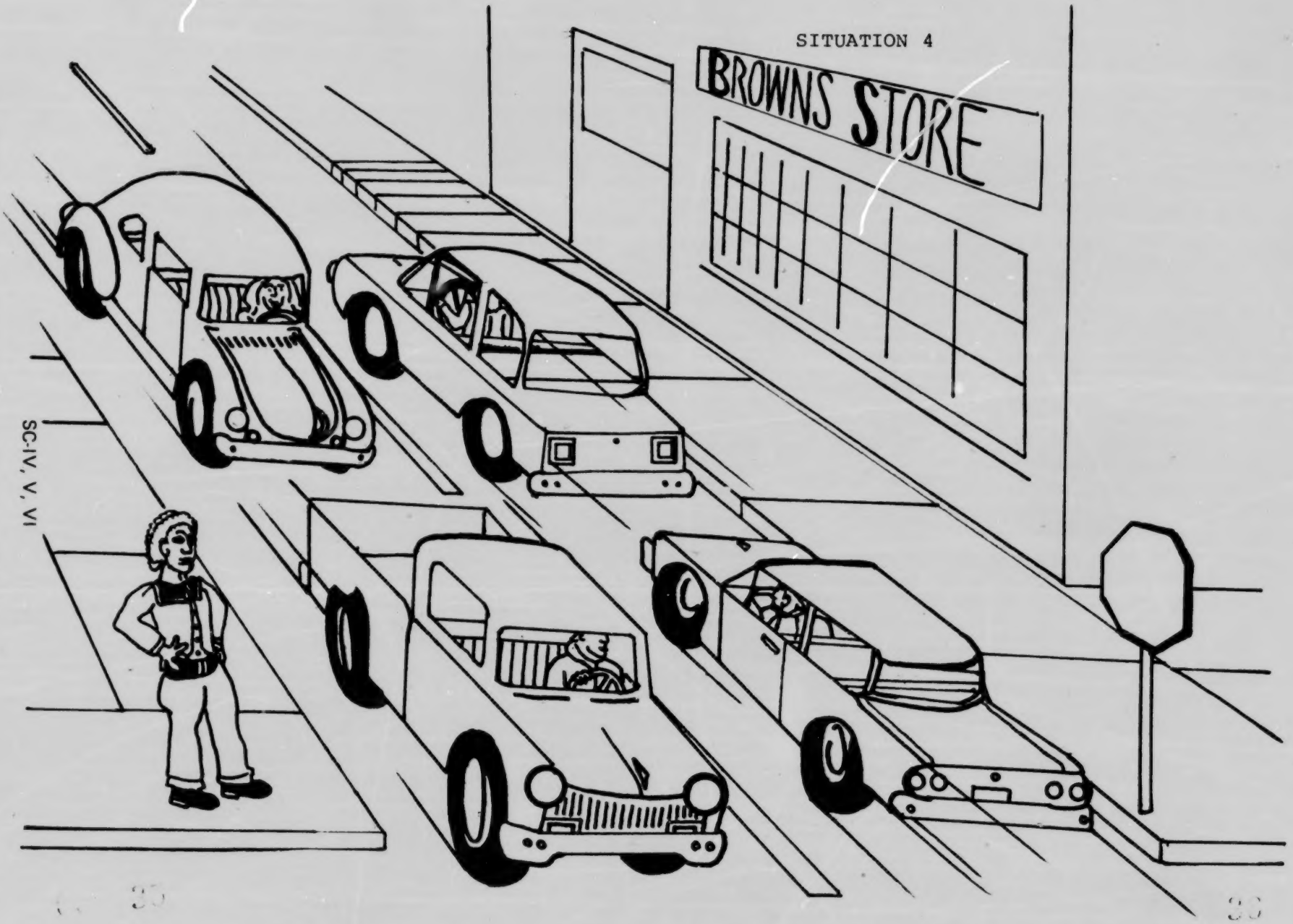
a. Stop the bicycle.

b. The bicyclist should not swerve.

A = *ACT:* How would you do it?

a. Signal to stop and put on the brakes.

SITUATION 4



SC-IV, V, VI

I = *IDENTIFY:* What are the important clues?

a. The traffic is heavy.

b. It is a busy street.

c. There is no signal light to stop the traffic.

P = *PREDICT:* What might happen?

a. The boy may try to run across the street.

b. He could get hit.

c. The boy may have to wait several minutes before he can cross.

D = *DECIDE:* What is the best thing to do?

a. Cross the street where there is a signal light, or

b. Wait until there is less traffic.

A = *ACT:* How would you do it?

a. Go to an intersection with traffic signals or stop signs, and cross when the traffic stops.

b. Wait until there is less traffic and carefully walk across the street.

DECISION SITUATIONS

Situation 1: Bicycle and Parked Car

You are riding your bicycle down the right side of the road. A car is parked in front of you. Someone is in the driver's seat.

I. P. D. A.

Situation 2: Bicycle and Pedestrian

You are riding your bicycle down the sidewalk toward school. Children are on the playground. A child is walking toward the sidewalk in front of you.

I. P. D. A.

Situation 3: Pedestrian and Speeding Car

You are on the sidewalk in front of the school building. Your teacher's car just arrived in the parking lot. He has a lot of material to carry and calls for your help. You must cross the driveway and several parking spaces to get to his car.

I. P. D. A.

Situation 4: Passengers and School Bus

School has been dismissed. You are waiting in line for your bus to arrive. You see it coming in the driveway. People in line behind you begin to shove and push forward.

I. P. D. A.

HIDDEN WORD PUZZLE

A E I H C A I L G H A W Y
F L S N R I D E C I D E F
G A M F B U E Y L T R L B
J C Y O H Z N E U C A F E
P R E D I C T E E E G C S
L I R O H D I R S D F X T
I D Z M K B F E K V E A W
D N N O C V Y A X M R E S
P E V J A D B H A P P E N
N R W G Y Z N E V I R E D

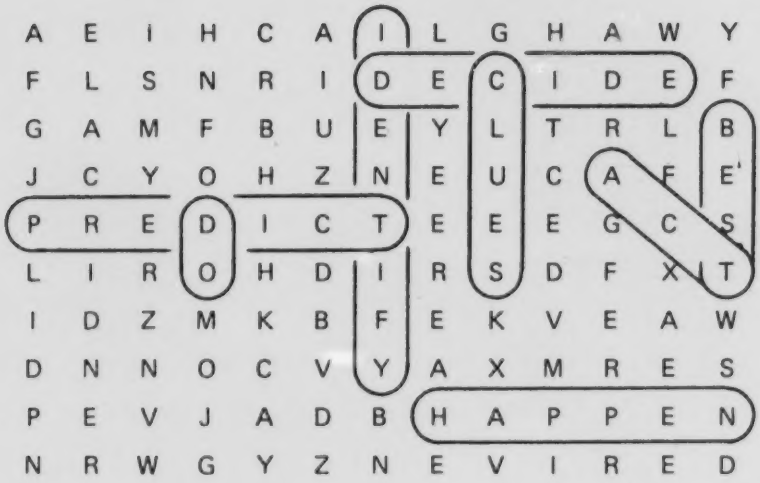
Directions:

Find these hidden words and circle them:

IDENTIFY	CLUES	DECIDE	BEST
PREDICT	HAPPEN	ACT	DO

Teacher Copy

HIDDEN WORD PUZZLE


A E I H C A I L G H A W Y
F L S N R I D E C I D E F
G A M F B U E Y L T R L B
J C Y O H Z N E U C A F E
P R E D I C T E E E G C S
L I R O H D I R S D F X T
I D Z M K B F E K V E A W
D N N O C V Y A X M R E S
P E V J A D B H A P P E N
N R W G Y Z N E V I R E D

Directions:

Find these hidden words and circle them:

IDENTIFY	CLUES	DECIDE	BEST
PREDICT	HAPPEN	ACT	DO

ASSESSMENT EXERCISE NAME _____

I _____

this means _____

_____

P _____

this means _____

_____

D _____

this means _____

_____

A _____

this means _____

_____

ASSESSMENT KEY NAME _____

Identify _____

this means to find the important clues. _____

_____

Predict _____

this means to figure out what might happen. _____

_____

Decide _____

this means to figure out the best thing to do. _____

_____

Act _____

this means to do what you decided. _____

_____

TRAFFIC SAFETY CONCEPTS – FOURTH THROUGH SIXTH GRADES

LESSON THREE

"COMMUNICATION, PREDICTABILITY AND TRAFFIC SAFETY IN THE HOSTILE STREET ENVIRONMENT"

OBJECTIVE THREE

Given a picture of a street evnironment, the student will:

a. *identify* things which communicate information, and

b. *describe* how information can make the student more predictable.

NOTE: Either Fourth Through Sixth Grades, Lessons One and Two, "The Street: A Hostile Environment" and "Making Decisions in a Hostile Environment," or other instruction on the hostile environment and the decision-making process (I.P.D.A.) should be completed before this lesson.

KEY POINTS

1. *Communication* means *giving* and *receiving* information. There are many ways that information can be *given* and *received*, such as street lights and signs, turn signals on cars, crosswalk lines on the street, arm signals, eye contact, etc.

2. This information tells:

   a. *where* people and things are

   b. *what* people are doing

   c. *what* people should do

   d. *what* people are going to do

3. Being *predictable* means communicating to other people *what* you are going to do and *not* surprising them with your actions. There are two basic things that make you predictable:

   a. *communicating* with other people to let them know in advance what you are going to do

b. following a set of *rules* and *regulations* that everybody knows and follows

If people feel you are going to follow the rules they know you *should* obey, they will feel they can predict what you are going to do.

4. When people know in advance what you are going to do, you are *predictable*. This helps others to make *better* decisions and makes it safer for you.

5. If all people using the streets and highways are predictable as the result of following common laws and regulations and communicating with each other, there will be fewer accidents.

6. In later lessons students will learn how communication and predictability are used in specific traffic situations.

MATERIALS NEEDED

Make transparencies from masters A and B. Obtain overhead projector. (Activity 1)

Masking tape or chalk for setting up a simulated street corner in your classroom. See "Directions For Setting Up A Simulated Street Corner," included with this lesson. (Activity 3)

For each student make a ditto copy of "?Bits of Advice?" (Activities 4, 5)

Drawing paper, and pencils or crayons for each student. (Activity 5)

For each student make a ditto copy of the assessment. (Assessment)

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Remind students the street is a hostile environment, made for vehicles not for people. People can and do get hurt there. However, by using the decision-making process, many accidents can be prevented. *Communicating* information and acting *predictably* helps in decision making.

   On the chalkboard, write COMMUNICATION. Explain that *communication* is *giving* and *receiving information* and that we are constantly communicating. There are many ways information can be communicated.

   For example:

   a. When we *hear* a siren, we know an emergency vehicle (ambulance, police, fire truck, etc.) is near.

b. When we *see* a red traffic light, we know people should stop.

c. When we *smell* something burning, we know there is a fire.

d. When we *feel* the wind blowing, we know where it is coming from and how fast.

Proper communication provides us with information that tells us what the other street users are and will be doing and it tells them what we will be doing.

In traffic, the main things communicated are *where* people and things are, *what* people are doing, *what* people should do, and *what* people are going to do.

Show transparencies A and B, and discuss the ways *information* is *communicated*. (See the back of the transparency masters for ideas.)

On the chalkboard, write PREDICTABLE. Explain that being *predictable* means that others know *what*, *when*, *where*, and *how* you will do something. When you are predictable, people are not surprised by what you do. You make yourself predictable by doing what people expect and by communicating with them to let them know what you intend to do.

In traffic, as a pedestrian or bicyclist, one must learn to *receive information* to make safe decisions (I.P.D.A.) and to *give information* to help other people make safe decisions (be *predictable* – I.P.D.A.).

2. Begin as in Activity 1. Add a discussion of ways in which students communicated their actions or were *predictable* (acted in a *known*, *understood* way) as they came to school. Prepare students for a *walking tour* to a nearby intersection.

   Take a walking tour to a nearby intersection. While at the intersection students should take turns identifying *what information* is being communicated and in *what ways* it is given or received. For example: The information given is "I am turning right." We were given that message by the cars flashing turn signals. The information given is "cross the street here." We are given that message by the lines on the street.

   NOTE: You may wish to record the kinds of traffic information given and received at the intersection for future reference.

   Upon returning to the classroom, discuss *what information* was given and the ways it was given. List the *ways* on the board.

3. Begin as in Activity 1. Add the *simulated street situation*.

   Explain that small groups of students will demonstrate to the rest of the class how we *communicate* and make ourselves *predictable* in traffic.

   Divide students into groups and give each a situation to demonstrate (see "Communicate And Be Predictable: Demonstration Situations").

   When groups are ready have them demonstrate their situations on the simulated intersection. As each group finishes, discuss their demonstration in terms of *communication* and *predictability*. Do the same for each of the other demonstrations.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and to reinforce the lesson objective.

4. Distribute copies of "?Bits of Advice?" Students decide whether or not they agree with the statements. Discuss the danger in each "BIT" as it relates to *COMMUNICATION* and *PREDICTABILITY*.

5. Using the "?Bits of Advice?" sheet from Activity 4, have students design creative cartoons showing what could happen if the dangerous advice were followed. Conversation balloons may be added.

SUMMARY

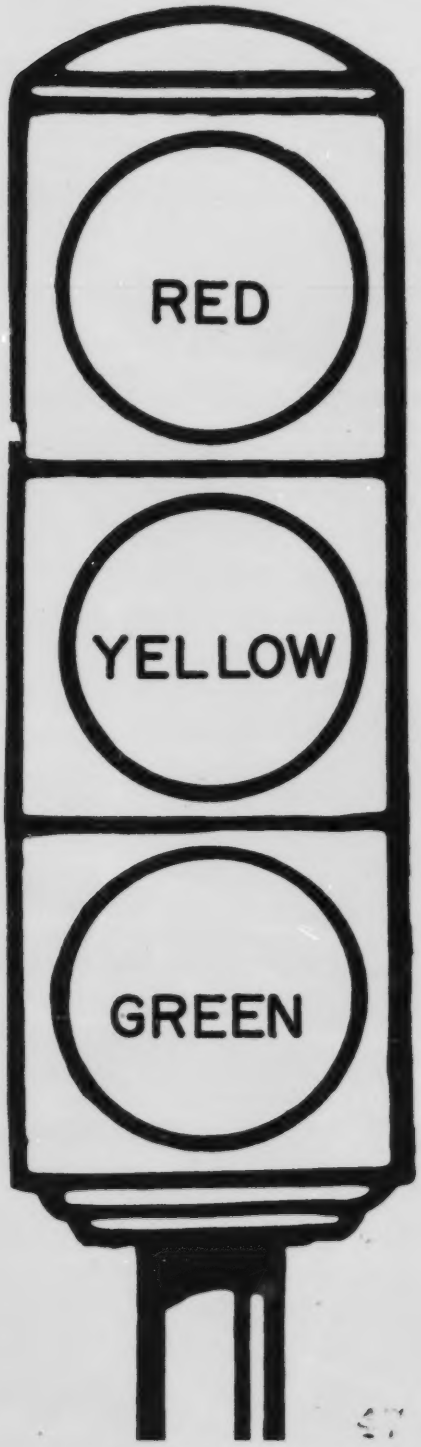
When you enter the *hostile environment* of the street, remember that information is *communicated* in many ways. Information you get helps *your decision making*. Information you give and things you do can help make you *predictable* and help *others* in *decision making*. Also, when you follow the laws, as people expect, you are predictable. In later lessons you will learn how *communication* and *predictability* are used to make you safer in traffic situations.

ASSESSMENT PROCEDURE (OPTIONAL)

Distribute copies of the assessment item. Have students circle things in the picture that communicate traffic information. On the back of the handout, have the student write (or describe orally) three ways people can make themselves predictable. An assessment answer key is provided. To achieve the objective, the student should identify eight items and correctly describe three ways people can make themselves predictable. Score, record, and give help where needed.

A

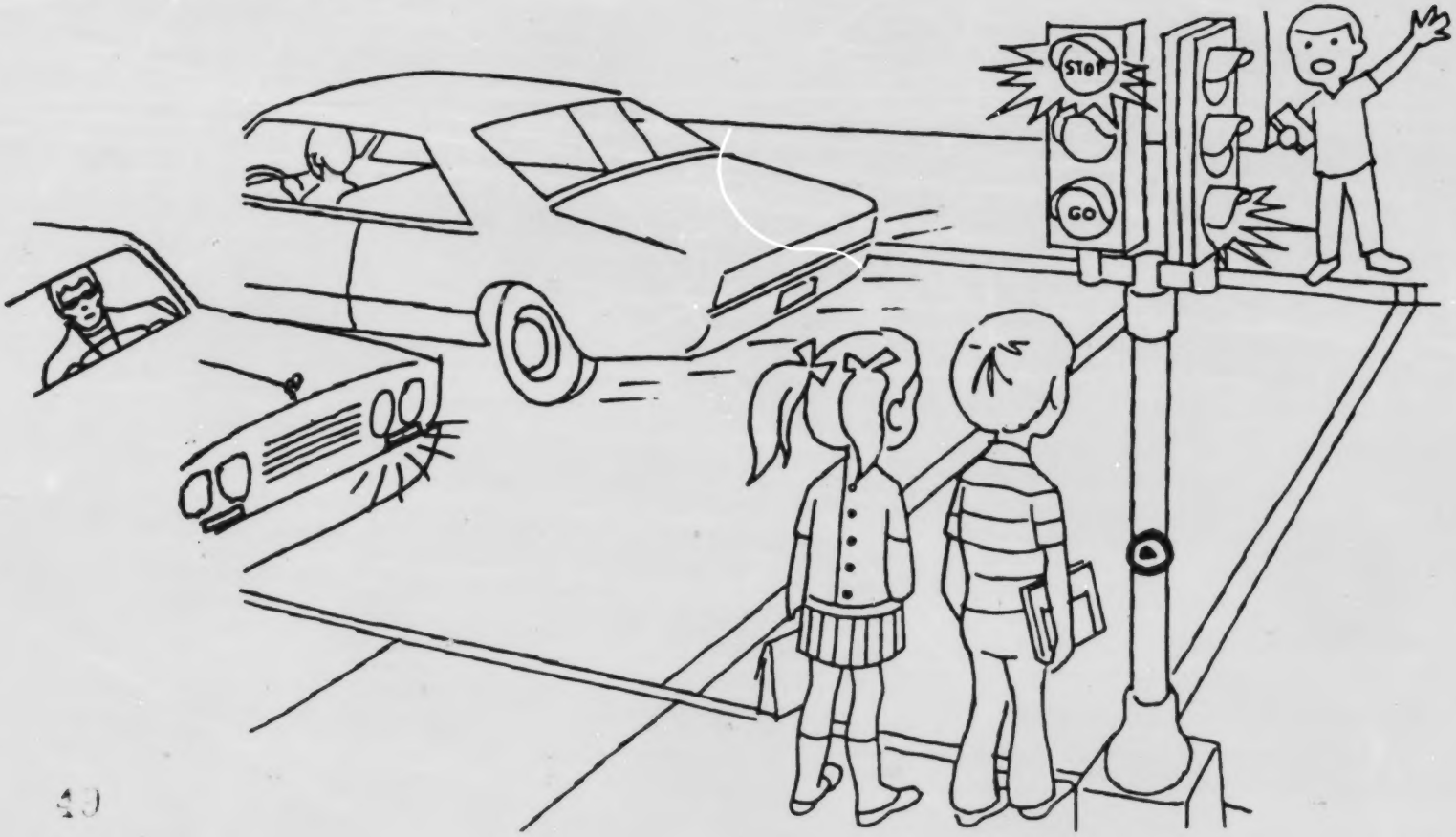
TRAFFIC SIGNAL



WAYS INFORMATION IS COMMUNICATED

Signal lights tell us how people *should* move through an intersection. We *see* the color of the light and know whether people should stop or go.

B



WAYS INFORMATION IS COMMUNICATED

The driver approaching the intersection is signalling a left turn. You *see* the left turn light blinking. The driver sees the signal light. In the driver's direction it is green. This communicates that the driver should move through the intersection.

The three pedestrians, waiting at the crosswalk, also see a signal light. The light in their direction is red. This communicates that they should remain on the sidewalk and not cross the street.

COMMUNICATE AND BE PREDICTABLE

DEMONSTRATION SITUATIONS

SOUND OFF!

(SOUND – BICYCLES)

who is involved: 2 pedestrians and 2 bicyclists.

what to do: Pedestrians are on sidewalk about to step into the street. Bicyclists come up the street near the pedestrians and: 1) sound horn or bell, 2) say "watch out!," and 3) prepare to stop if pedestrians don't.

what did they do? Bicyclists used *sound* to *communicate* where they were, so that they would be *predictable* to the pedestrian.

DOING WHAT THE SIGNALS SAY

(PREDICTABILITY – PEDESTRIANS)

who is involved: 2 pedestrians, 1 driver and 1 bicyclist.

what to do: Bicyclist and driver (car) are approaching the intersection. The traffic light is red for them. The pedestrians want to cross in front of the bicycle and car, but the light says "DON'T WALK." The pedestrians decide to go anyway since the light is green.

what did they do? The driver and bicyclist did not expect the pedestrians to walk. They were *not predictable*. If the light changes or vehicles make right turn on red, someone might get hurt.

HERE I AM!

(SIGHT – PEDESTRIANS)

who is involved: 2 pedestrians and 2 drivers.

what to do: Two pedestrians are walking at night beside a street with no sidewalks. They are on the left side facing traffic and wearing light colored clothes and reflector tape on their arms. Two cars approach, facing them, and their lights shine on the pedestrians.

what did they do? By using light colored clothes and reflector tape the pedestrians *communicated* where they were.

HELP THE DRIVER

(COMMUNICATIONS – PEDESTRIAN)

who is involved: 2 drivers and 1 pedestrian.

what to do: One car is turning left at the intersection in front of another oncoming car. Another car is right behind the turning car. The pedestrian is in the crosswalk. The first car needs to cross in a hurry but the pedestrian is there. The pedestrian hurried across the street to let the car complete the turn.

what did they do? The pedestrian saw the problem the driver had and helped the driver out of it. The pedestrian moved quickly and the driver could *predict* what the pedestrian was going to do.

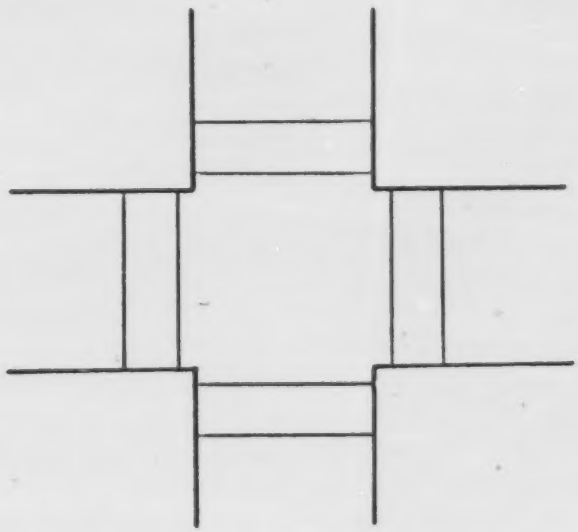
DIRECTIONS FOR SETTING UP A SIMULATED STREET CORNER

Masking tape or chalk can be used for setting up a simulated street corner in your classroom. (The gym or playground may also be used if there is a problem of classroom space).

The street corner should include crosswalks that are either drawn with chalk or laid out with white tape. The street corner should resemble the one shown below. The dimensions provided are suggested. However, select those dimensions that best suit your situation.

Suggested minimum dimensions: (approx.)

Street width - 12' (3.5 m)
Crosswalk width - 3' (1 m)



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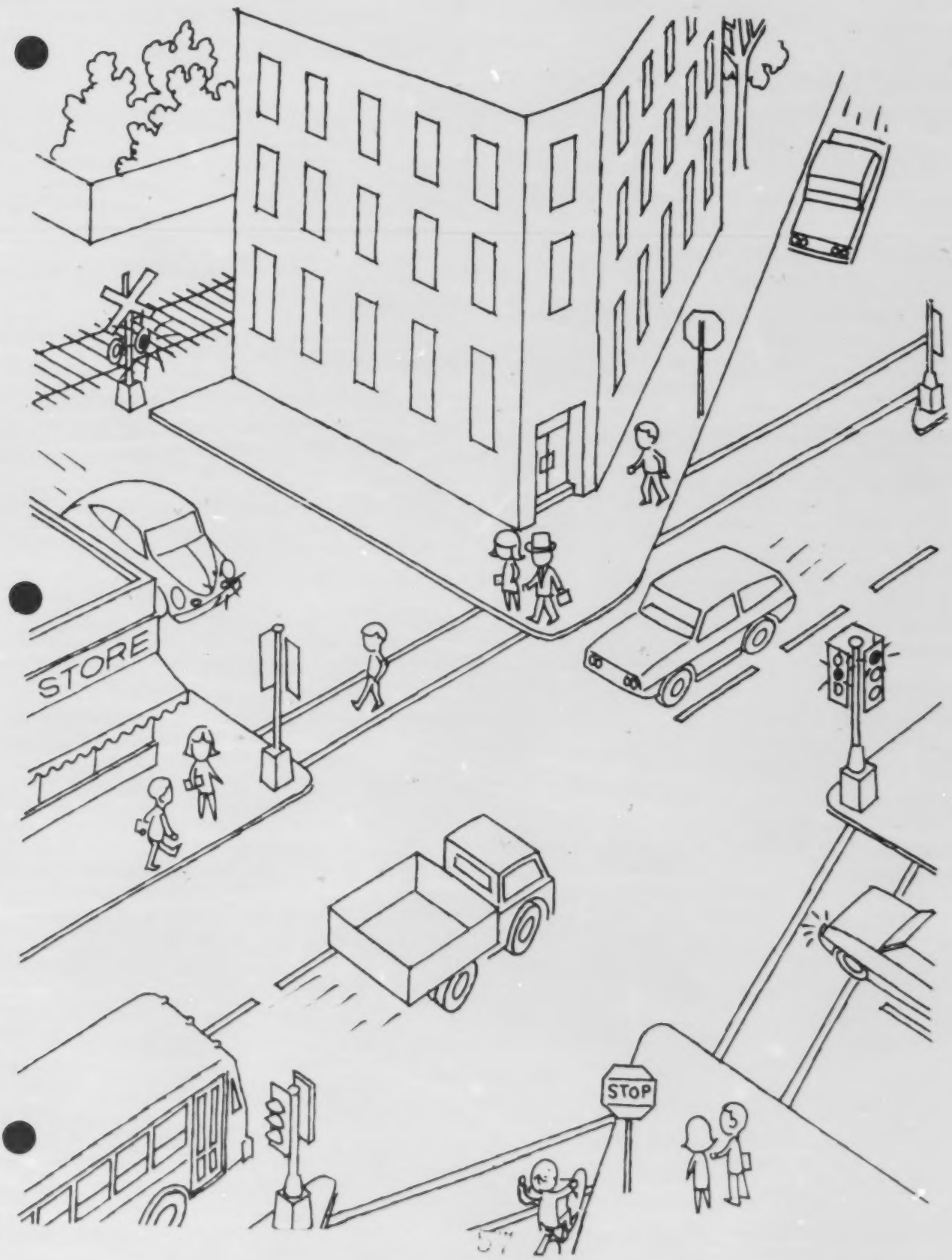
The street corner should include crosswalks that are either drawn with chalk or laid out with white tape. The street corner should resemble the one shown below. The dimensions provided are suggested. However, select those dimensions that best suit your situation.

Suggested minimum dimensions: (approximately)

Street width – 12 feet (3.5 m)
Crosswalk width – 3 feet (1 m)

ASSESSMENT

NAME _____



?BITS OF ADVICE?

1. If a driver wants to turn as you prepare to cross a street, make the driver wait. You have the right-of-way.

2. If the light has been green for a long time, run across the street so you'll make it before the light turns red.

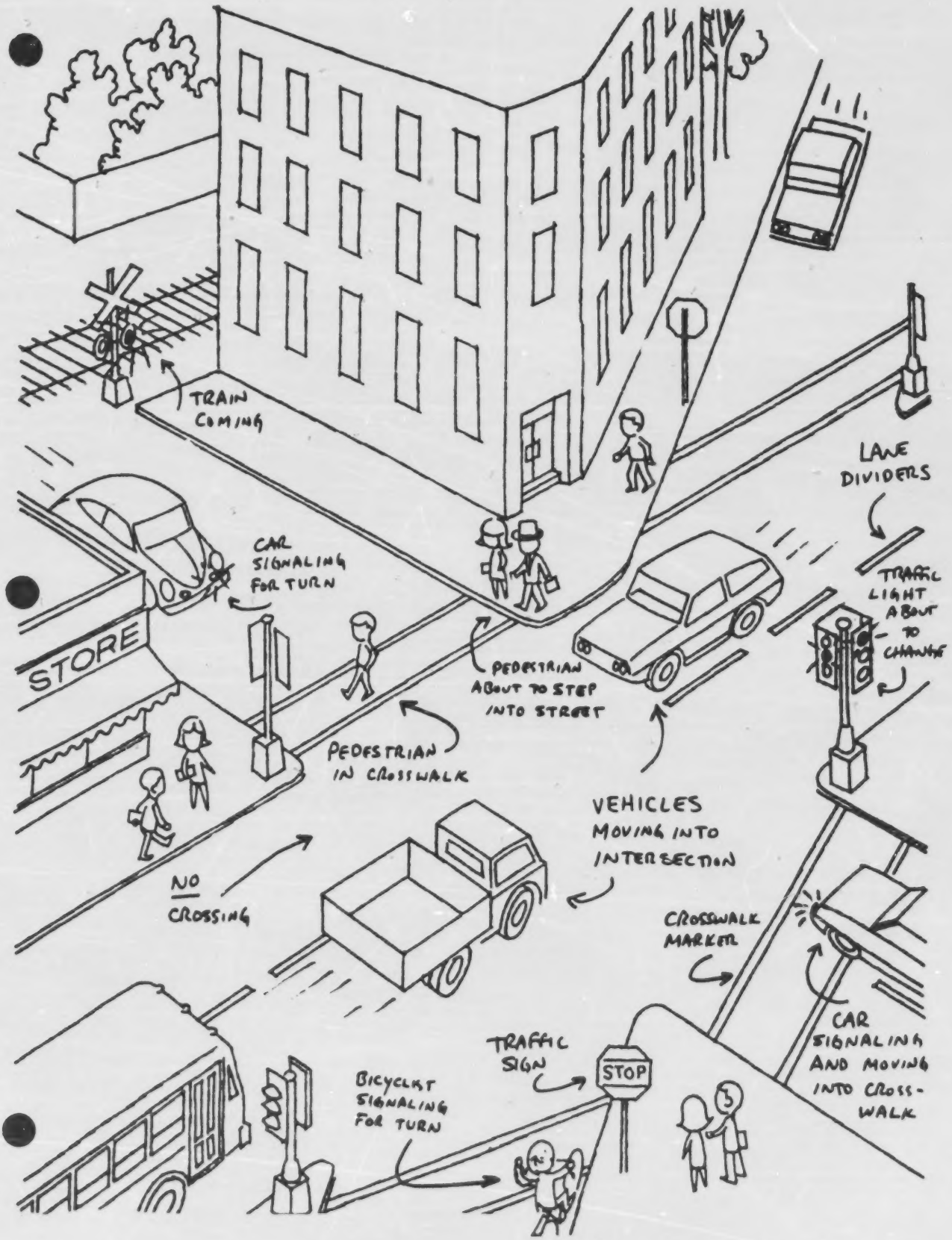
3. If the driver doesn't see you, go ahead and cross the street anyway. The driver should know to stop.

4. What if the WAIT signal is flashing! If you hurry you can still make it across the street.

5. If your dog darts into the street, go after him. He could get hit.

6. Drivers always follow the rules. I only have to watch out for myself.

ASSESSMENT NAME KEY



SOME WAYS TO MAKE YOURSELF PREDICTABLE IN TRAFFIC SITUATIONS:

- SIGNAL FOR TURNS WHEN ON A BIKE
- OBEY TRAFFIC LIGHTS AND SIGNS
- CROSS ONLY AT MARKED CROSSWALKS
- MAKE SURE OTHERS SEE YOU
- USE A BELL, HORN OR VOICE TO WARN PEOPLE WHEN YOU ARE ON A BIKE
- WEAR LIGHT COLORED CLOTHES AT NIGHT
- FOLLOW TRAFFIC RULES AND LAWS

(USE JUDGMENT IN ACCEPTING OTHER RESPONSES)

BICYCLE SAFETY – FIFTH GRADE

"BICYCLIST USES DECISION-MAKING PROCESS IN MIXING WITH TRAFFIC"

OBJECTIVE THREE

Given a simulated traffic situation, the student will *describe how* the decision-making process (I.P.D.A.) is used by a bicyclist while mixing with traffic.

NOTE: Either Fourth Through Sixth Grades, "Traffic Safety Concepts," Lessons One, Two, and Three, or other instruction on the street as a hostile environment, the decision-making process (I.P.D.A.), and predictability and communication should be completed before this lesson.

KEY POINTS

1. When a bicyclist mixes with traffic, the bicyclist should make decisions based on the following knowledge:

   a. Bicycles are much smaller and slower than other highway vehicles.

   b. Bicycle riders have very little, if any, protection, while mixing with traffic.

   c. While riding on streets and highways bicyclists are subject to the same laws and regulations as automobiles.

2. To make better decisions while mixing with traffic a bicyclist needs:

   a. To *identify* important clues about traffic such as:

      (1) The direction of traffic because a bicyclist must ride on the right-hand side of the road with the traffic and obey all signs, signals, and symbols.

      (2) The amount and the speed of traffic because a bicyclist should avoid riding on busy streets. Instead a bicyclist should use:

         (a) Bicycle paths or sidewalks whenever possible.

         (b) Use well-marked intersections to walk bike across a busy street.

      (3) Know the meaning of traffic control devices, markings, and drivers' signals.

b. To *predict* what other highway users might do such as:

(1) Whether they will obey the traffic laws and rules.

(2) Whether they will obey the traffic signs, signals, and symbols.

(3) Whether they see the bicycle rider.

c. To *decide* on the best and safest action to take while mixing with traffic.

(1) In all cases the bicyclist should yield the right-of-way to pedestrians and automobiles.

(2) The bicyclist should also decide on the *best* route such as riding on the sidewalk whenever possible, using a bike path, or riding on a less traveled street.

d. To take the safest, most predictable *action*.

MATERIALS NEEDED

Make transparencies from masters A, B, C, and D. Obtain overhead projector. (Activity 1)

For each student make a ditto copy of the written exercise sheet, "Mixing With Traffic." (Activity 2)

Masking tape or chalk for setting up a simulated street corner on the playground. See "Direction For Setting Up Simulated Street Intersections," included with this lesson. (Activity 3)

Poster board, construction paper, markers, crayons, and similar materials for constructing posters. (Activity 5)

For each student make a ditto copy of the "Assessment." (Assessment)

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of the lesson.

1. Show transparency A and explain that bicyclists are expected to obey the same laws and rules as other highway vehicles when they ride their bikes in the street or on the highway.

   There are important differences between bicycles and other vehicles. Show transparency B and explain bicycles are much smaller, much slower, and weigh less than other highway vehicles. In addition, bicycle riders have very little, if any, protection mixing with traffic, and if there is an accident with a larger vehicle, the bicyclist has much greater chance of being seriously hurt.

Bicyclists need to make the safest most predictable decisions possible when mixing with traffic. To do this they need to *identify* the important clues, *predict* what other highway users might do, *decide* what would be the safest way to act, and then *act* in a safe and predictable way.

Using transparencies C and D, discuss with students how the decision-making process is used in the pictured situation. (See back of the transparency masters for ideas.)

2. Begin as in Activity 1. Add a written exercise, "Mixing With Traffic."

   Distribute copies of the written exercise, review directions, and have students independently complete the exercise. When all students have completed the sheet, discuss how the stated information helps the bicyclist in the decision-making process (I.P.D.A.). (See the back of the written exercise master for ideas.)

3. Begin as in Activity 1. Add a simulated *demonstration*. Explain to students that they will be given traffic situations and will demonstrate how the bicyclist should mix with traffic. Students with bicycles will use them on the school parking lot or basketball court rather than practice in the real environment of the street. Other students will be "pretend" cars, trucks, etc.

   CAUTION: Students will need to be aware that those being "pretend" cars and other vehicles won't be able to go as fast as the actual vehicles do nor demonstrate the effects of size and weight. However, the bicyclists in the demonstration situation should make their decisions on the basis of what they *should* do in the "real" environment of the street.

   On the parking lot or basketball court, set up simulated streets and intersections. (See "Directions For Setting Up Simulated Street Intersections.") Add bike pathways, railroad crossings or any other traffic elements which will provide an experience similar to that of the real street setting.

   Provide small groups of students with demonstration situations. (See "Mixing With Traffic: Demonstration Situations.") Students plan their demonstrations and perform them on the simulated street areas. As each group completes its demonstration, discuss how the bicyclists used the decision-making process (I.P.D.A.) in mixing with traffic. (The back of transparency masters C and D provide ideas for similar situations. Also note ideas on the back of the written exercise master.)

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and to reinforce the lesson objective.

4. Have students write poems. Use the *CINQUAIN* form of development.

   Formula for Development

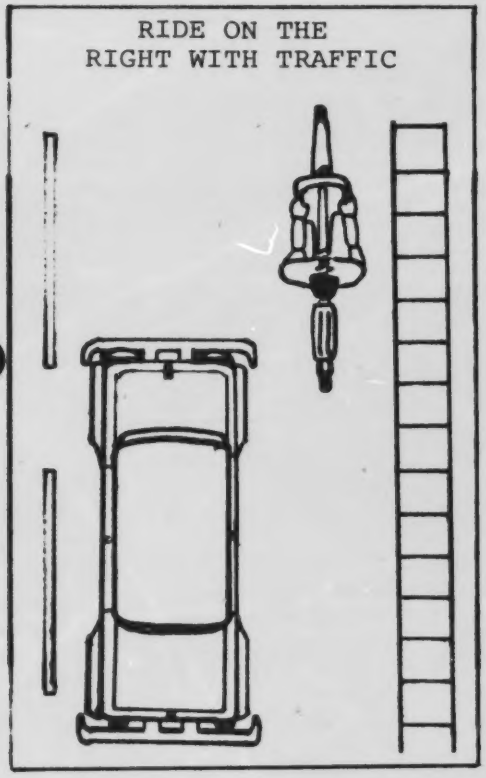
1st line	–	one word	–	title or topic, main idea
2nd line	–	two words	–	description
3rd line	–	three words	–	interpretation (what happened)
4th line	–	four words	–	reaction of writer
5th line	–	one word	–	conclusion

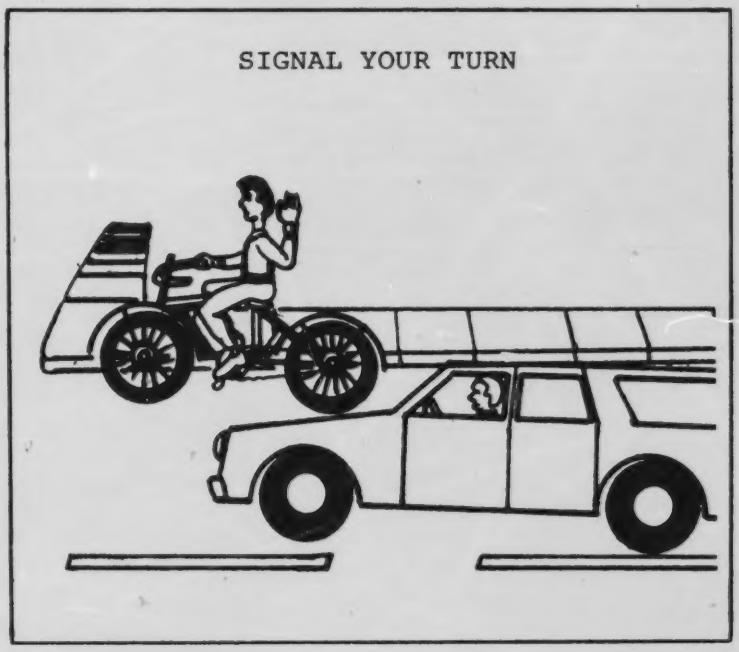
For example:

MIXING WITH TRAFFIC

BICYCLISTS,
PREDICTABLE, COMMUNICATING
RIDES WITH TRAFFIC,
IDENTIFIES THE IMPORTANT CLUES.
ALIVE!

5. Have students design posters which illustrate the right way for a bicyclist to mix with traffic. For example:



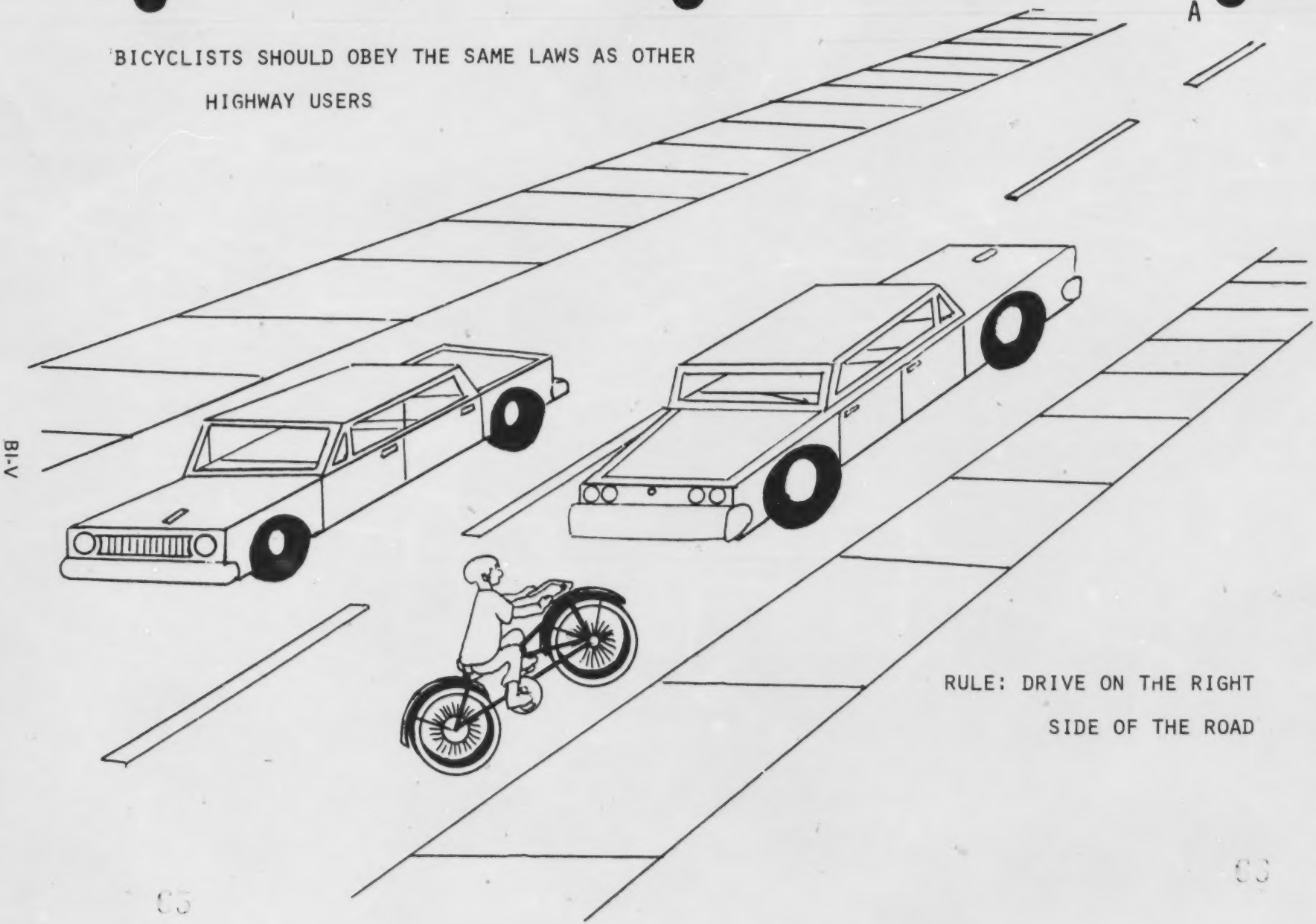


SUMMARY

Remind the students that riding a bicycle in traffic is very dangerous because bicycles are smaller than automobiles, harder for vehicle drivers to see, and travel at a slower speed. If involved in an accident with an automobile, the bicycle rider has no protection and usually suffers the injuries. When bicyclists ride on the road, they must obey the same rules and regulations as the automobile drivers. While mixing with traffic, a bicyclist needs to *identify* the important clues about traffic; *predict* what other highway users might do; *decide* the

A

BICYCLISTS SHOULD OBEY THE SAME LAWS AS OTHER HIGHWAY USERS



RULE: DRIVE ON THE RIGHT SIDE OF THE ROAD

BI-V

best thing to do; and then *act* on that decision. It is important for bicyclists to tell other highway users about their presence in the street and what they intend to do. They should ride in the proper places, use the correct arm signals, lights, reflectors, and wear light-colored clothing.

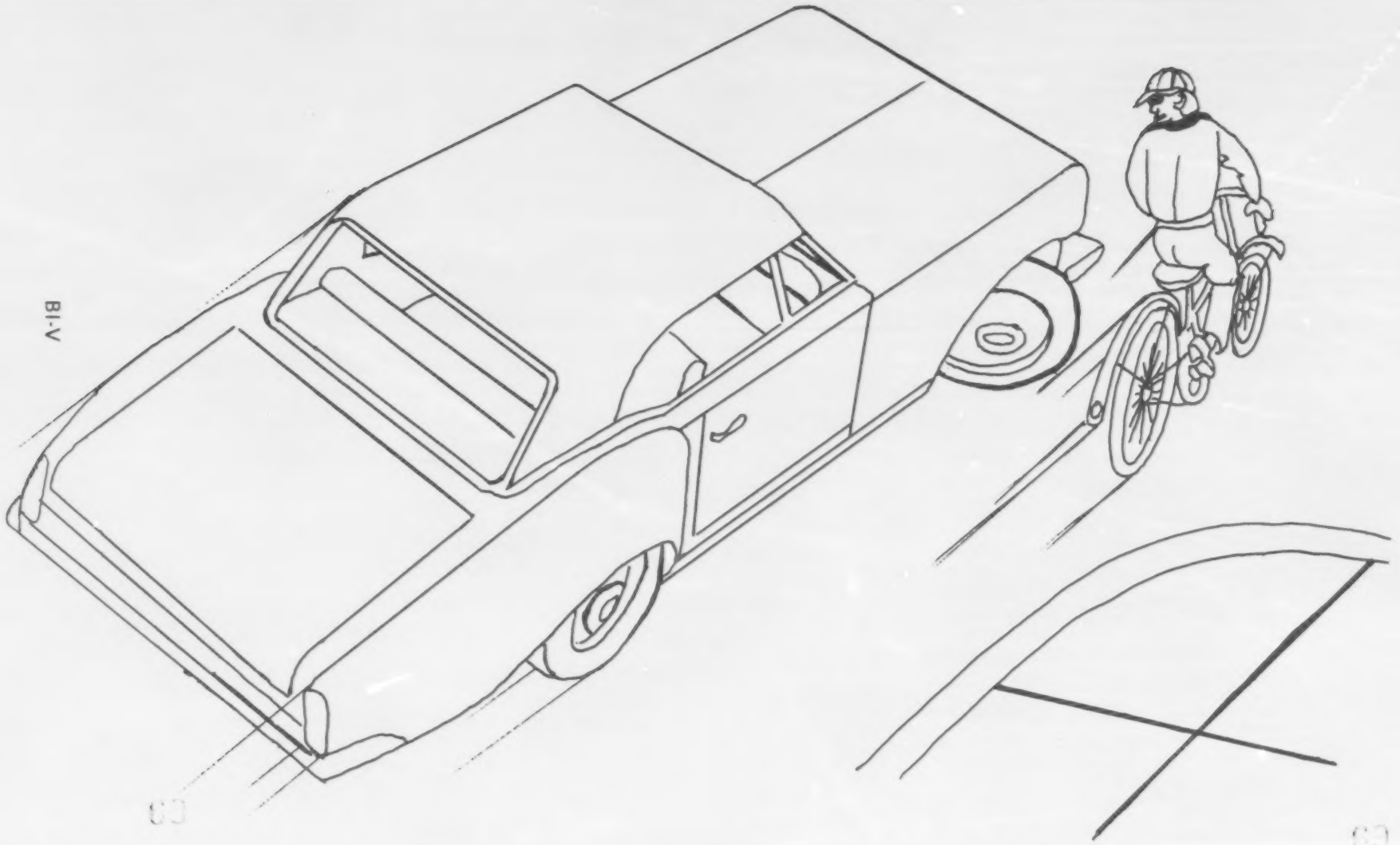
ASSESSMENT PROCEDURE (OPTIONAL)

Distribute copies of the assessment item. Have the student on the back of the assessment sheet describe the four steps of the decision-making process (I.P.D.A.). The decision-making process applies to the picture of a bicyclist mixing with traffic. To achieve the objective, the student should be able to identify two important clues, make two predictions about the situation, list two decisions the student might make, and correctly describe the proper action to take. Score, record, and give help where needed.

RULE: YIELD RIGHT OF WAY

B

B1-V



MIXING WITH TRAFFIC

WRITTEN EXERCISE

Directions: Use the words on the left to complete each statement. Write the correct word in each blank. Use each word only *one time*.

BIKE ROUTE

SIDEWALK

INTERSECTION

YIELD

WALK

COMMUNICATE

OBEY

WEIGH

RIGHT

DIRECTION

SAME

LESS

LITTLE

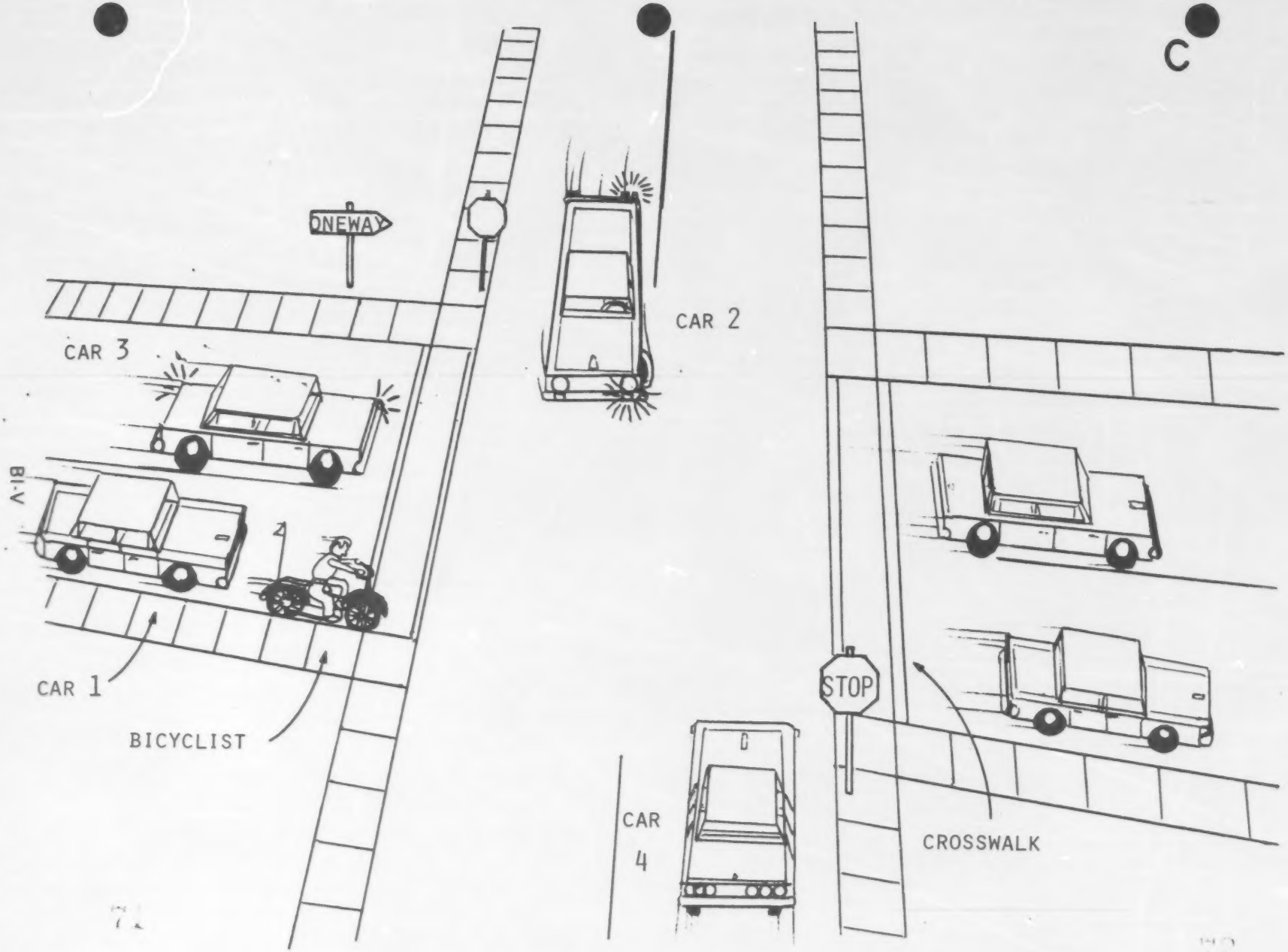
SMALLER

SLOWER

HARDER

1. Bicyclists and all other highway vehicles are expected to _____ the same laws and rules.
2. In mixing with traffic, a bicycle rider has very _____ protection.
3. A bicycle is _____ than a car and _____ to see.
4. Bicycles move _____ and _____ less than motorcycles, cars, trucks, and buses.
5. If a special path for bicycles, a _____ _____, is not provided, ride on the _____ unless this is against the law.
6. Bicyclists need to know in which _____ traffic is moving and to ride on the _____ side of the road in the _____ direction as the other vehicles.
7. Use well-marked _____ and _____ your bike across busy streets.
8. _____ with other users to tell them what you plan to do.
9. Always be ready to _____ to pedestrians and other vehicles.

Now, decide how the information stated above is used by the bicyclists in the decision-making process (I.P.D.A.). Be ready to discuss your ideas with the class. Jot down notes here if you wish.


ONEWAY
CAR 3
CAR 2
CAR 1
BICYCLIST
CAR 4
STOP
CROSSWALK

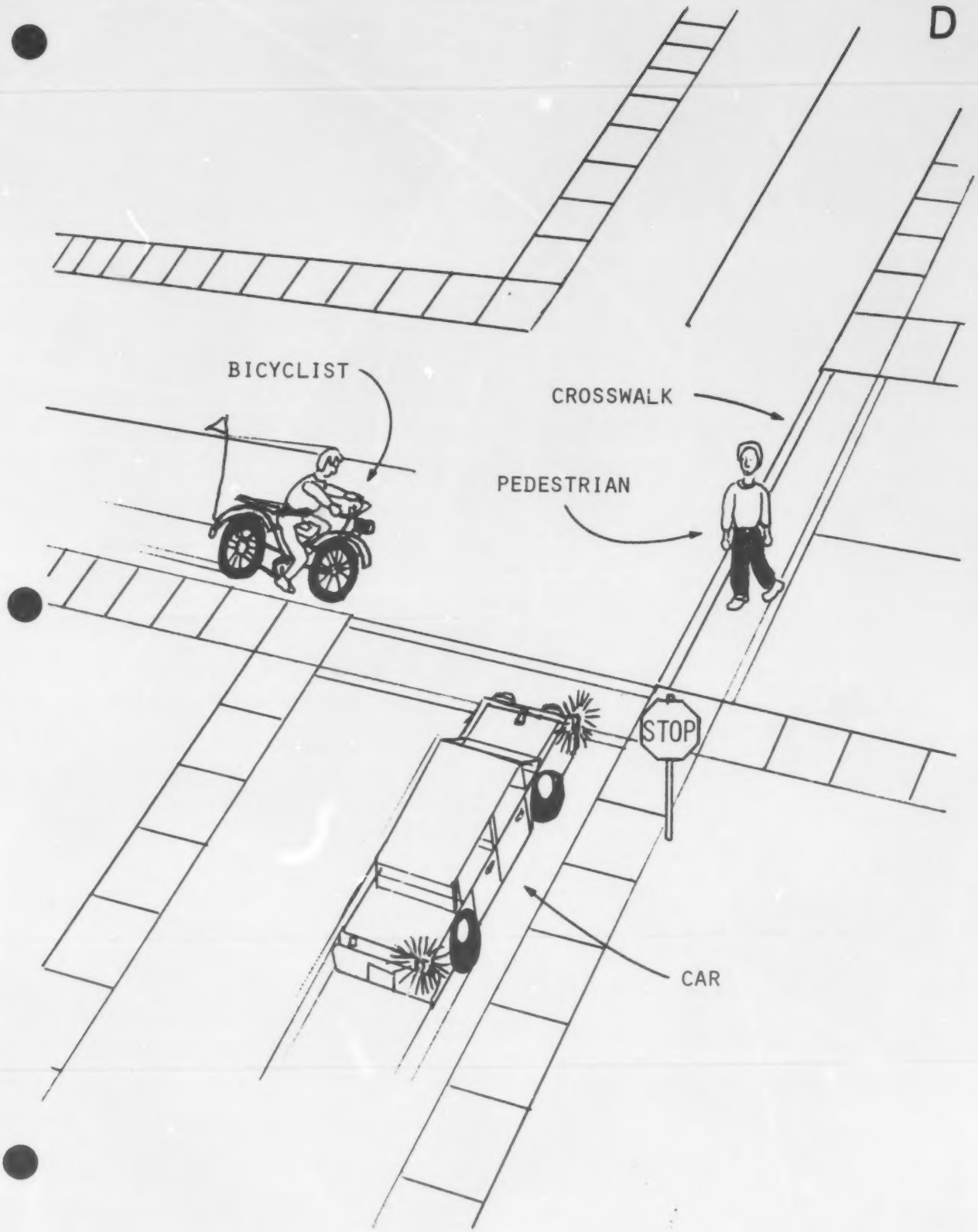
Situation: Bicyclist wishes to turn left from the one-way street and ride up the two-way street.

Identify: The one-way street is busy and heavily traveled. A car is turning into the one-way street. Two cars are coming up the one-way street behind the bicyclist. The car in the right lane is signalling a left turn. There is a marked crosswalk across the one-way street.

Predict: The car behind the bicyclist, Car 1, will pass and proceed through the intersection. The car turning left into the one-way street, Car 2, will complete turn and move down the one-way street. The car in the left lane signalling a left turn, Car 3, will move to the intersection and complete turn. Car 4 will stop at the stop sign.

Decide: The cars are larger and faster than the bicyclist. To turn left, the bicyclist will have to move across the heavily traveled one-way street. The safest thing to do would be to make eye contact with the drivers of Cars 1 and 4, then ride through the intersection, get off the bicycle, wait for a gap in traffic, and using the marked crosswalk, walk the bicycle across the street.

Act: Establish eye contact with the drivers of Cars 1 and 4 (look at them, make sure they see you), then proceed through the intersection, get off the bicycle, wait for a gap in traffic, and using the marked crosswalk, walk the bicycle across the street.


D
BICYCLIST
CROSSWALK
PEDESTRIAN
STOP
CAR

Situation: Bicyclist wants to move through the intersection and down the street in the same direction.

Identify: Pedestrian is in marked crosswalk and the bicyclist should yield the right-of-way to the pedestrian. The car is moving toward the stop sign and signalling a right turn.

Predict: The pedestrian should quickly cross the street. The car should stop at the stop sign and wait for the pedestrian to cross the street and the bicyclist to clear the intersection.

Decide: The bicyclist will have to decide if the pedestrian and driver are going to obey the laws, rules, signs, and symbols. The bicyclist should establish eye contact with the driver to make sure the car is stopped and waiting for the bicycle to pass through the intersection. Next, the bicyclist should slow down to let the pedestrian reach the sidewalk. The bicyclist will need to establish eye contact with the pedestrian to be sure the pedestrian plans to complete crossing street. The bicyclist should be moving slowly enough to safely yield to either the pedestrian or the driver.

Act: Slow down enough to safely stop if necessary and to let the pedestrian cross the street. Establish eye contact with the driver and the pedestrian. When the pedestrian has crossed and the driver is stopped, proceed through the intersection. If either the pedestrian or the driver act unpredictably, stop and wait for them to move safely out of your way.

KEY

MIXING WITH TRAFFIC

WRITTEN EXERCISE

Directions: Use the words on the left to complete each statement. Write the correct word in each blank. Use each word only *one time*.

BIKE ROUTE

SIDEWALK

INTERSECTION

YIELD

WALK

COMMUNICATE

OBEY

WEIGH

RIGHT

DIRECTION

SAME

LESS

LITTLE

SMALLER

SLOWER

HARDER

1. Bicyclists and all other highway vehicles are expected to *obey* the same laws and rules.
2. In mixing with traffic, a bicycle rider has very *little* protection.
3. A bicycle is *smaller* than a car and *harder* to see.
4. Bicycles move *slower* and *weigh* less than motorcycles, cars, trucks, and buses.
5. If a special path for bicycles, a *bike path*, is not provided, ride on the *sidewalk* unless this is against the law.
6. Bicyclists need to know in which *direction* traffic is moving and to ride on the *right* side of the road in the *same* direction as the other vehicles.
7. Use well-marked *intersections* and *walk* your bike across busy streets.
8. *Communicate* with others to tell them what you plan to do.
9. Always be ready to *yield* to pedestrians and other vehicles.

Now, decide how the information stated above is used by the bicyclists in the decision-making process (I.P.D.A.). Be ready to discuss your ideas with the class. Jot down notes here if you wish.

HOW BICYCLISTS USE I.P.D.A. IN MIXING WITH TRAFFIC

1. Bicyclists know what they should do and what other users should do. Being able to predict what *should* occur, they can make a better decision about their own actions.

2, 3, 4. Bicyclists need to identify the limitations of their own vehicles as compared to other highway vehicles. A safer *decision* may result if the bicyclists realize their own or other's actions may cause an accident, and in an accident the bicyclists' chances of injury or death are much greater than for those driving other highway vehicles.

5. *Identify* other places where bicycles may be ridden legally. Bike routes and sidewalks are safer for bicyclists than roadways.

6. Vehicle drivers expect bicyclists to ride on the right side of the roadway with traffic. Bicyclists will be safer and more predictable if their actions follow this rule, and they will be better able to communicate their plans to other users.

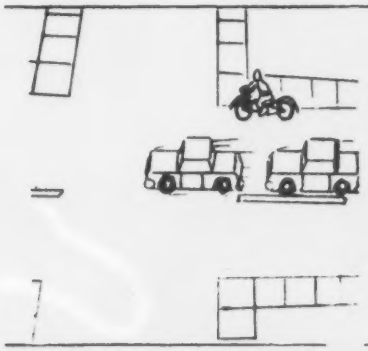
7. Identify the amount and speed of traffic on the street. Note the best marked intersections. Well marked intersections are safer places to cross because drivers expect people to cross the street there. When you walk across the street in a marked crosswalk, you can communicate more easily.

8. You are safer when other vehicle users know what you plan to do. It helps you act in a predictable way.

9. Identifying all parts of the traffic situation and predicting what *should* happen *does not make other users do* what you expect. You must be prepared to stop. Other highway users may be wrong, but it is "better to yield than to be buried in a field."

MIXING WITH TRAFFIC

DEMONSTRATION SITUATIONS



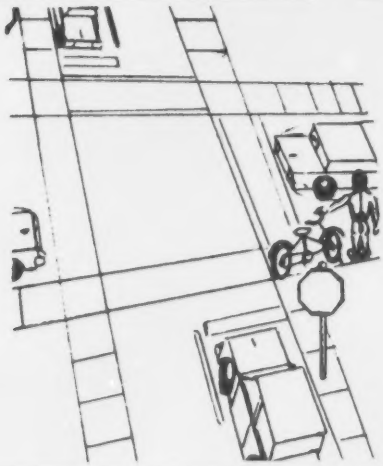
A. STAY ON THE RIGHT SIDE

Where: 2-way street

Who: 2 drivers and 1 bicyclist

What: In mixing with traffic, the bicyclist should ride on the right side of the road in the same direction as the traffic.

Did you: Ride on the right side as close to the curb as possible and in the same direction as the cars?



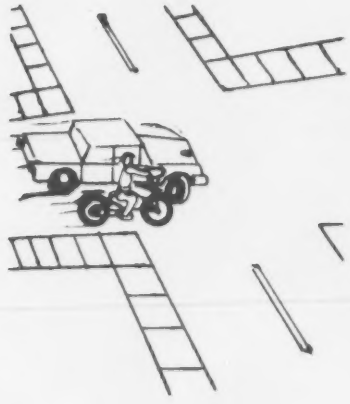
B. WALK IT ACROSS

Where: 4-way intersection

Who: 4 car drivers and 1 bicyclist

What: Cars are faster, larger, and heavier than a bicycle. At busy intersections, get off your bike, establish eye contact with the car drivers, and when safe to do so, *walk* your bicycle *across* the street *in the crosswalk.*

Did you: Get off your bicycle, wait for cars on the through street to pass you, establish eye contact with the car drivers at the stop sign, and check to make sure the street was clear before you walked your bike across the street in the marked crosswalk?



C. LITTLE PROTECTION FOR A LITTLE LEAGUER

Where: 4-way or 3-way intersection

Who: 1 driver and 1 bicyclist

What: The car is making a right turn. The driver did not signal and did not look before turning, and is about to hit the bicyclist moving through the intersection. In mixing with traffic, the bicyclist must always be prepared to safely yield right-of-way.

Did you: Stay alert and note the car coming up the road behind you, slow down enough to stop quickly, try to establish eye contact* with the driver (look directly at the driver's eyes and try to get the driver to look at yours), stop to yield the right-of-way to the turning driver, and then move on through the intersection when it is safe?

*Eye contact: Look at the driver. Make sure the driver sees you.

D. BIG CYCLE – LITTLE CYCLE

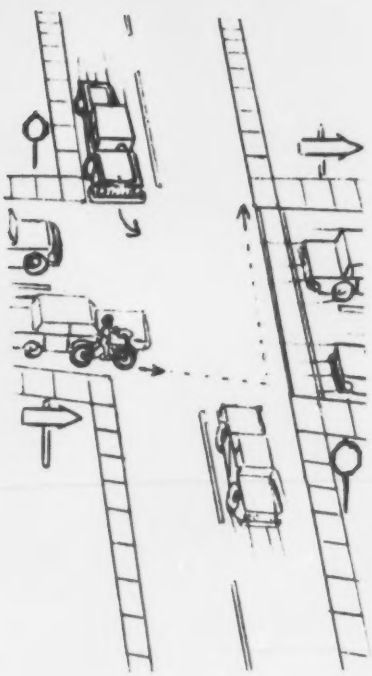
Where: 4-way intersection

Who: 1 motorcyclist and 1 bicyclist

What: Both the motorcyclist and bicyclist have moved into the unmarked intersection at the same time. The bicyclist has the right-of-way.

Did you: Slow down as you approach the intersection, look all ways for approaching traffic, prepare yourself to safely stop if necessary, try to establish eye contact* with the motorcyclist, and yield the right-of-way to the cyclist?

E. ONE WAY



Where: 4-way intersection with a 1-way street crossing a 2-way street

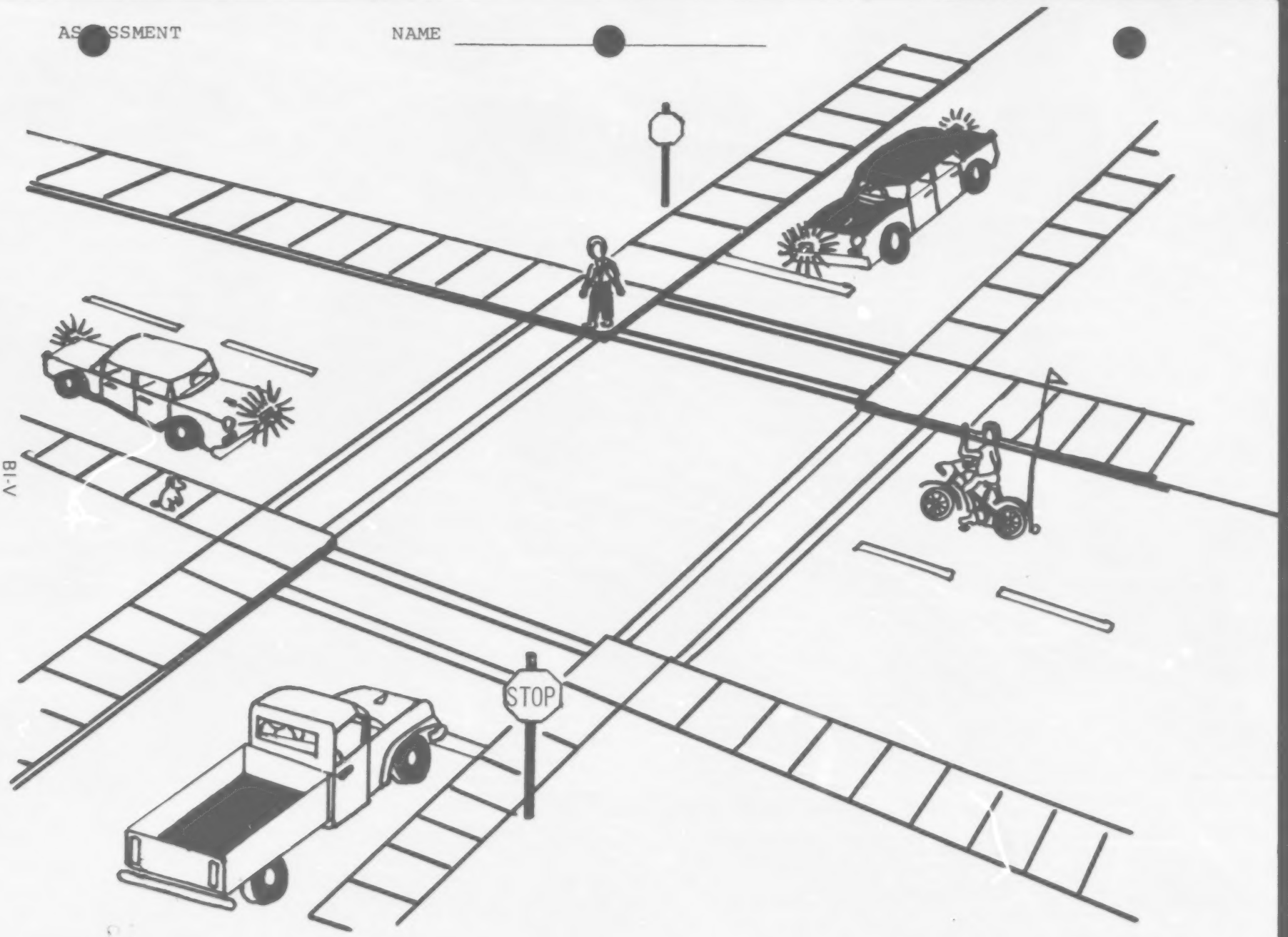
Who: 6 drivers and 1 bicyclist

What: Two cars on the 1-way street have already moved through the intersection. Two other cars are coming up behind a bicyclist on the 1-way street. On the 2-way street there are stop signs at the corners. Two cars, approaching the stop signs from opposite directions, are moving toward the intersection. One of them is making a left turn onto the 1-way street. The bicyclist wants to make a left turn. The street is heavily traveled.

Did you: Slow down enough to stop quickly, establish eye contact* with the drivers of cars 1, 2, and 3, move carefully through the intersection, get off your bicycle, reestablish eye contact with any cars at the stop sign, wait for cars on the 1-way street to pass or until there is enough time and distance for you to safely pass, and then walk your bicycle across the street in the marked crosswalk?

*Eye Contact: Look at the driver. Make sure the driver sees you.

ASSESSMENT NAME _____



B1-V

8A

8B

The situation: The bicyclist wants to make a right turn. You are the bicyclist.

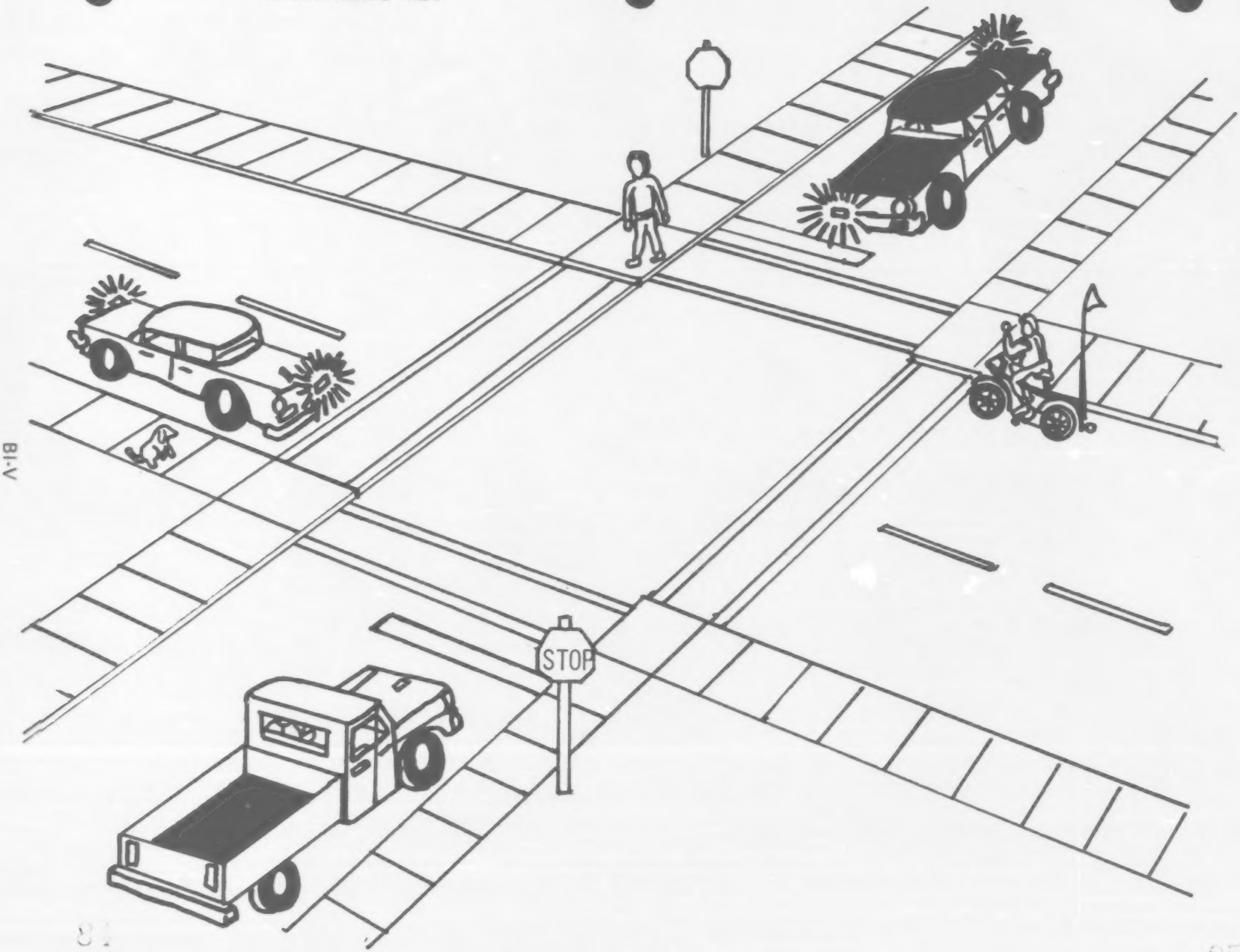
1. What clues (information) can you *identify* about the situation that will help you?

2. What might you *predict* from your past experience or knowledge of the situation?

3. Using the clues you have identified and your predictions, what might you, the bicyclist, *decide* to do?

4. How do you *act* on your decision?

ASSESSMENT KEY



B1-V

ASSESSMENT KEY

The situation: The bicyclist wants to make a right turn. You are the bicyclist.

1. What clues (information) can you *identify* about the situation that will help you?
   a. A car is signalling to turn left.
   b. A car is signalling to turn right and has a stop sign.
   c. A truck is moving straight ahead.
   d. The truck has a stop sign.
   e. A pedestrian is approaching a crosswalk.

2. What might you *predict*?
   a. The truck will stop.
   b. Left turning car will turn.
   c. The right turning car will stop.
   d. The pedestrian will wait at the curb.

3. Using the clues you have identified and your prediction, what might you, the bicyclist, *decide* to do?
   a. I can turn the corner quickly.
   b. I can wait and make eye contact with the driver of the truck and left turning car before turning.
   c. I can wait until the truck comes to a complete stop and the left turning car has completed turn.

4. How do you *act* on your decisions?
   a. Try to make eye contact with the drivers.
   b. Wait for the truck to stop.
   c. Wait for the left turning car to make the turn.

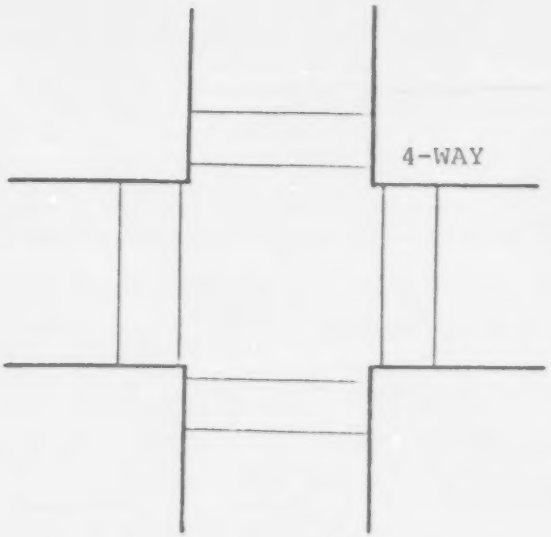
DIRECTIONS FOR SETTING UP SIMULATED STREET INTERSECTIONS

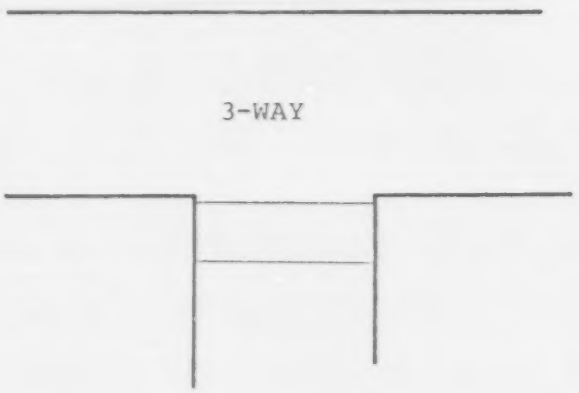
Masking tape or chalk can be used for setting up simulated intersections in your classroom. (The gym or playground may also be used if there is a problem of classroom space.)

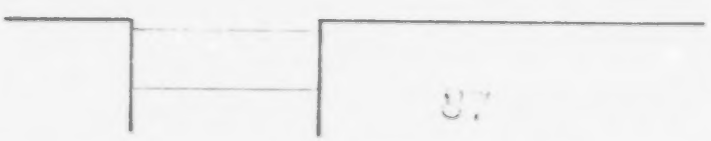
The intersections should include crosswalks that are either drawn with chalk or laid out with white tape. The intersections should resemble the ones shown below. (You may wish to add lines to indicate lanes for traffic.) The dimensions provided are suggested. However, select those dimensions that best suit your situation.

Suggested minimum dimensions: (approx.)

Street width - 12' (3.5 m)
Crosswalk width - 3' (1 m)







PEDESTRIAN SAFETY – FIFTH GRADE

"CROSSING THE STREET: PEDESTRIAN COMMUNICATION, DECISION MAKING, AND PREDICTABILITY"

OBJECTIVE THREE

Given examples of traffic situations, the student will *describe how* the decision-making process (I.P.D.A.), communication, and predictability are used while crossing the street.

NOTE: Either Fourth Through Sixth Grades, "Traffic Safety Concepts," Lessons One, Two, and Three, or other instruction on the street as a hostile environment, the decision-making process (I.P.D.A.), and predictability and communication should be completed before this lesson.

KEY POINTS

1. An intersection is a place where two or more streets cross or meet. Intersections are the *best* place for pedestrians to cross the street. Traffic signs, signals, and symbols are located usually at intersections, and they help the pedestrian make decisions.

2. Drivers of other vehicles are more alert as they approach intersections because this is where they expect pedestrians to cross a street.

3. There are many clues the pedestrian can *identify* to help make decisions while crossing the street. Some of these clues are:

   a. Different types of intersections tell the pedestrian that traffic is coming from different directions. The three main types of intersections are:

      (1) the 4-way intersection

      (2) the 3-way intersection

      (3) the offset intersection

   b. The width of the street, number of traffic lanes, and the direction of traffic flow tell the pedestrian how many lanes of traffic can be expected and the directions the traffic is moving.

      (1) Examples of traffic lanes:

         (a) a narrow neighborhood 2-lane street

         (b) typical 2-lane street

(c) typical 4-lane street

(d) typical 6-lane street

(2) Examples of traffic flow:

(a) 1-way street – traffic flows in only one direction

(b) 2-way street – traffic flows in opposite directions

c. Traffic signs, signals, and symbols give important clues about what highway users *should* do.

d. If there are no traffic signs, signals, or symbols, the pedestrian should judge the time and distance needed to find a gap in the traffic to cross the street safely. The *speed* of the traffic is an important clue for making decisions.

e. When a pedestrian identifies the important clues necessary to cross a street, they help *predict* what others should do, *decide* what to do, and finally help the pedestrian take the safest *action*.

4. When crossing a street it is important for pedestrians to communicate their presence to the drivers of other vehicles by using eye contact (looking at the drivers, making sure they are seen).

5. Drivers expect pedestrians to cross streets at intersections. When pedestrians cross at intersections and follow good safety rules, then their actions are more predictable. If pedestrians cross a street at any other place than a well-marked intersection, their actions are not predictable to other drivers. It is the responsibility of pedestrians to make themselves predictable and safe in traffic situations.

MATERIALS NEEDED

Make transparencies from masters A, B, and C. Obtain overhead projector. (Activity 1 and 2)

Masking tape (or chalk) for setting up a simulated street corner in your classroom. See "Directions For Setting Up Simulated Street Intersections" included with this lesson. (Activity 2)

For each student make a ditto copy of "Safest Route From Home To School." (Activity 3)

Make a transparency from master D, "Key: Safest Route From Home To School." (Activity 3)

For each student make a ditto copy of the map, "My Safest Route To School" (or copies of the school neighborhood map). (Activity 4)

For each student make a ditto copy of the four-page "Assessment." (Assessment)

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. On the chalkboard, write INTERSECTION. Explain that an intersection is a place where two or more streets cross or meet. Intersections are the *best* place for pedestrians to cross the street and traffic signs, signals, and symbols are usually located here. Highway users expect pedestrians to cross the street at intersections, so drivers are *usually* more alert as they approach an intersection.

   In crossing streets, there are clues the pedestrian can identify to help in decision making. Some clues are:

   a. type of intersection

      (1) 4-way

      (2) 3-way

      (3) offset

   b. width of street

      (1) narrow, neighborhood 2-lane street

      (2) 2-lane street

      (3) 4-lane street

      (4) 6-lane street

   c. flow of traffic

      (1) 1-way street

      (2) 2-way street

   In addition, the pedestrian uses clues given by traffic signs, signals, and symbols. If no signs, signals, etc., are there, the pedestrian *judges time* and *distance* needed to find a *gap* in traffic that will give him enough time to safely cross the street. Speed of the vehicles is important in this decision.

   Show transparencies A, B, C; *identify* the important clues; and discuss how they help the pedestrian *predict* what others should do, *decide* what to do, and take the safest *action* to cross the street.* (See back of the transparency masters for ideas.) Explain that even though we take the safest action, we can still get hurt. The STREET IS FOR CARS, NOT FOR PEOPLE.

*NOTE: Traffic safety techniques learned include those presented in Fourth Through Sixth Grades, "Traffic Safety Concepts," or other instruction on the street as a hostile environment, the decision-making process (I.P.D.A.), and predictability and communication.

2. Begin as in Activity 1. Add the *simulated intersection situation*. Explain that small groups of three or four students will demonstrate how we use the decision-making process (I.P.D.A.), communicate, and make ourselves predictable in crossing the street.

   Divide students into groups and give each a situation to demonstrate. (See "Crossing The Street: Demonstration Situations").

   When groups are ready have them demonstrate their situations on the simulated intersections. Wait until all groups have finished and then discuss *how* the decision-making process (I.P.D.A.), communication, and predictability were used in the demonstrations.

   REMEMBER: No matter how safely you are acting, you can still get hit by a car. The STREET IS A HOSTILE ENVIRONMENT.

3. Begin as in Activity 1. Add a *written exercise* in which students decide which route would be the safest one to take.

   Distribute copies of the written exercise, "Safest Route From Home To School." Students are to study their own sheet, note all clues the pedestrian can *identify* that will help in deciding which streets are safest to cross, and draw footprints to show the exact route a pedestrian would take from HOME to SCHOOL.

   After students have independently marked their exercise sheet, they may form small groups of three or four and discuss *WHY* they believe the route marked is the safest. Decide, as a small group, which route *is* safest.

   Next, with the total class identify and discuss the group decisions.

   In conclusion, project transparency D, "Key: Safest Route From Home To School," and discuss why the marked route is safest (see back of transparency master for ideas).

   REMEMBER: SAFE THOUGH YOU ARE
   YOU'RE NOT SAFE FROM A CAR
   Be careful in the hostile environment of the street.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and to reinforce the lesson objective.

4. Using the basic activities as background, students complete a map skills exercise, "My Safest Route To School." Either the map "My Safest Route To School" or a map of the school neighborhood may be used.

   Students fill in information about their route to school by using the symbols in the map key.

5. Teach the students the song "Cross At The Corner."

Cross At The Corner

Tune: "Twinkle, Twinkle, Little Star"

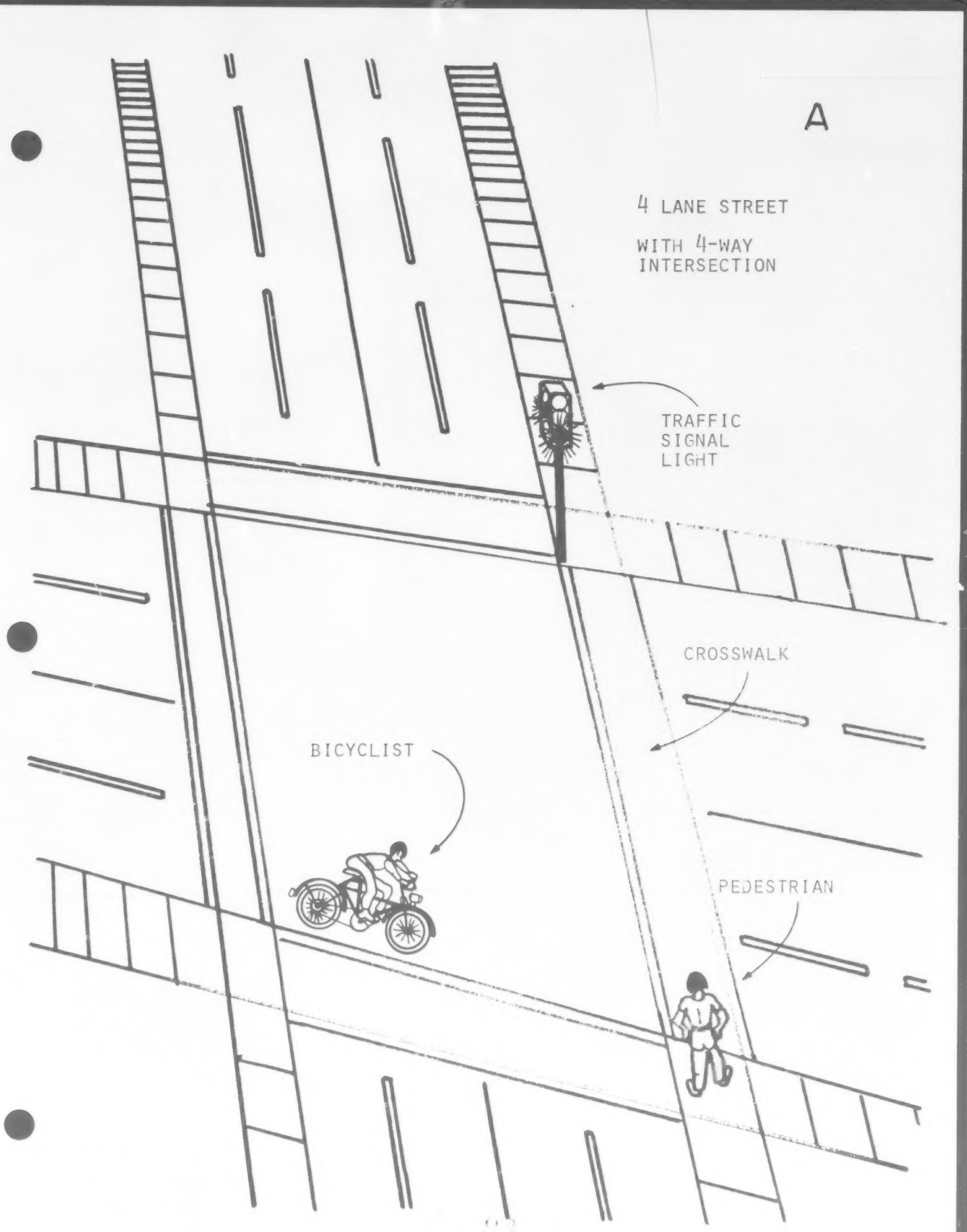
Cross at the corner not mid-block.
Wait at the curb for the traffic to stop.
Communicate, act safely.
Don't be a traffic casualty.
Think before you run to play.
Use all your I.P.D.A.

SUMMARY

Remind the students that when they cross a street they are entering a hostile environment. Intersections are the *best* place to cross a street, and other highway users expect pedestrians to cross streets at intersections. To cross a street safely, the pedestrian needs to *identify* the important clues about traffic; *predict* what other highway users should do; *decide* what to do; and finally take the safest *action*. Before taking the safest action, it is important that the pedestrian establish eye contact with other highway users. Remember it is the responsibility of the pedestrians to make themselves predictable and safe while crossing the street.

ASSESSMENT PROCEDURE (OPTIONAL)

Distribute the assessment item to each student. Have the student answer the questions on the back of the assessment sheet. These questions ask the student to describe the decision-making process (I.P.D.A.), communication, and predictability used while crossing the street. To achieve this objective, the student should answer three of the four situations correctly. An assessment key is provided. Score, record, and give help where needed.


A
4 LANE STREET
WITH 4-WAY
INTERSECTION
TRAFFIC
SIGNAL
LIGHT
CROSSWALK
BICYCLIST
PEDESTRIAN

FOUR-LANE STREET

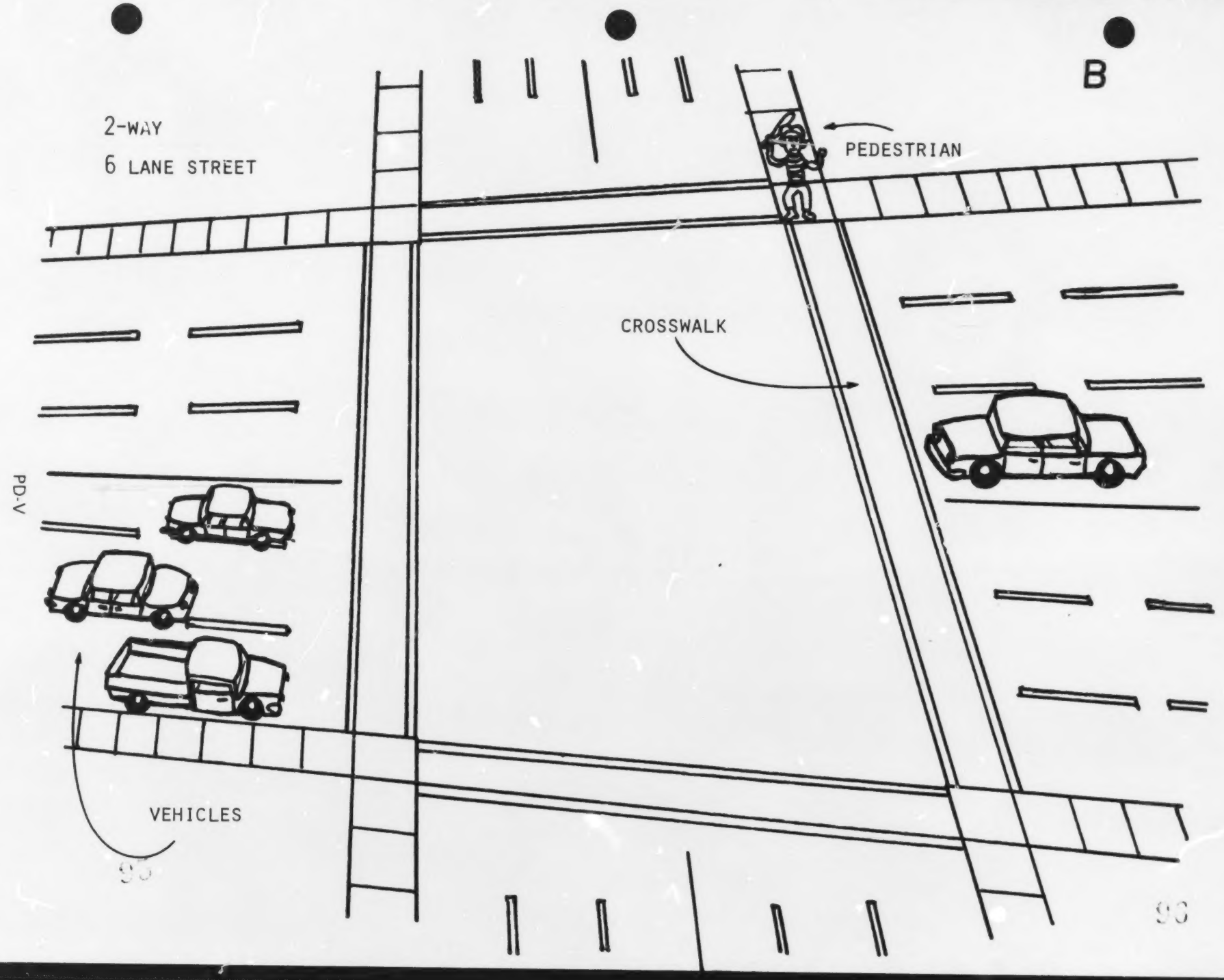
Situation: Bicycle rider is coming through the intersection. Pedestrian wants to cross the street.

Identify: The light for the bicyclist is yellow. The bicyclist has the right of way. The pedestrian has the red light in the direction he/she wishes to cross. The crosswalk is marked.

Predict: The bicyclist will *usually* continue through the intersection and will expect the pedestrian to remain on the sidewalk until the bicycle is past the crosswalk.

Decide: The bicyclist will pass through the intersection. You should wait until the light turns green in your direction and the roadway is clear.

Act: To be predictable, wait on the curb until your light is green and the bicyclist has passed the crosswalk. Check the street for other approaching or turning vehicles and quickly, *but* carefully, cross the street.


2-WAY
6 LANE STREET
B
PEDESTRIAN
CROSSWALK
PD-V
VEHICLES

SIX-LANE STREET

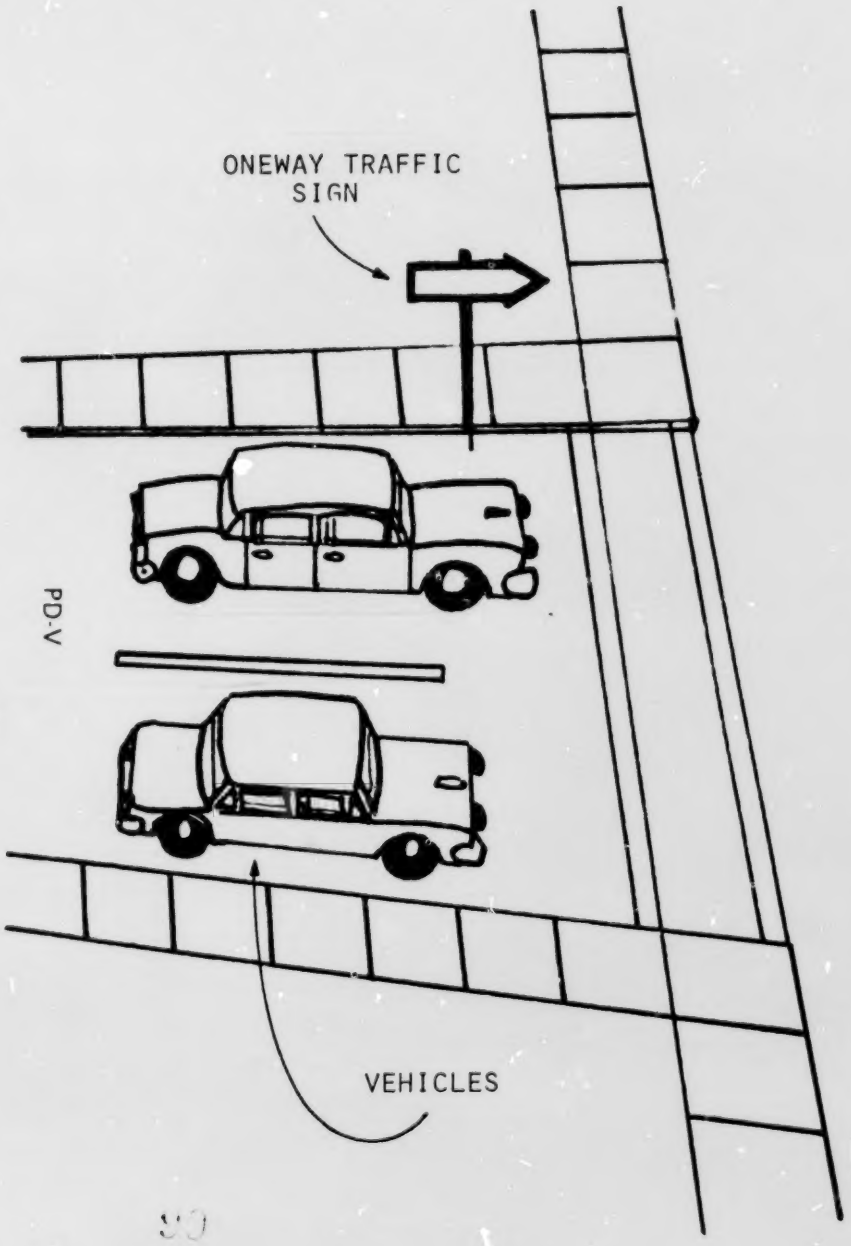
Situation: The pedestrian wishes to cross a 6-lane highway. Cars are coming down the street from both directions.

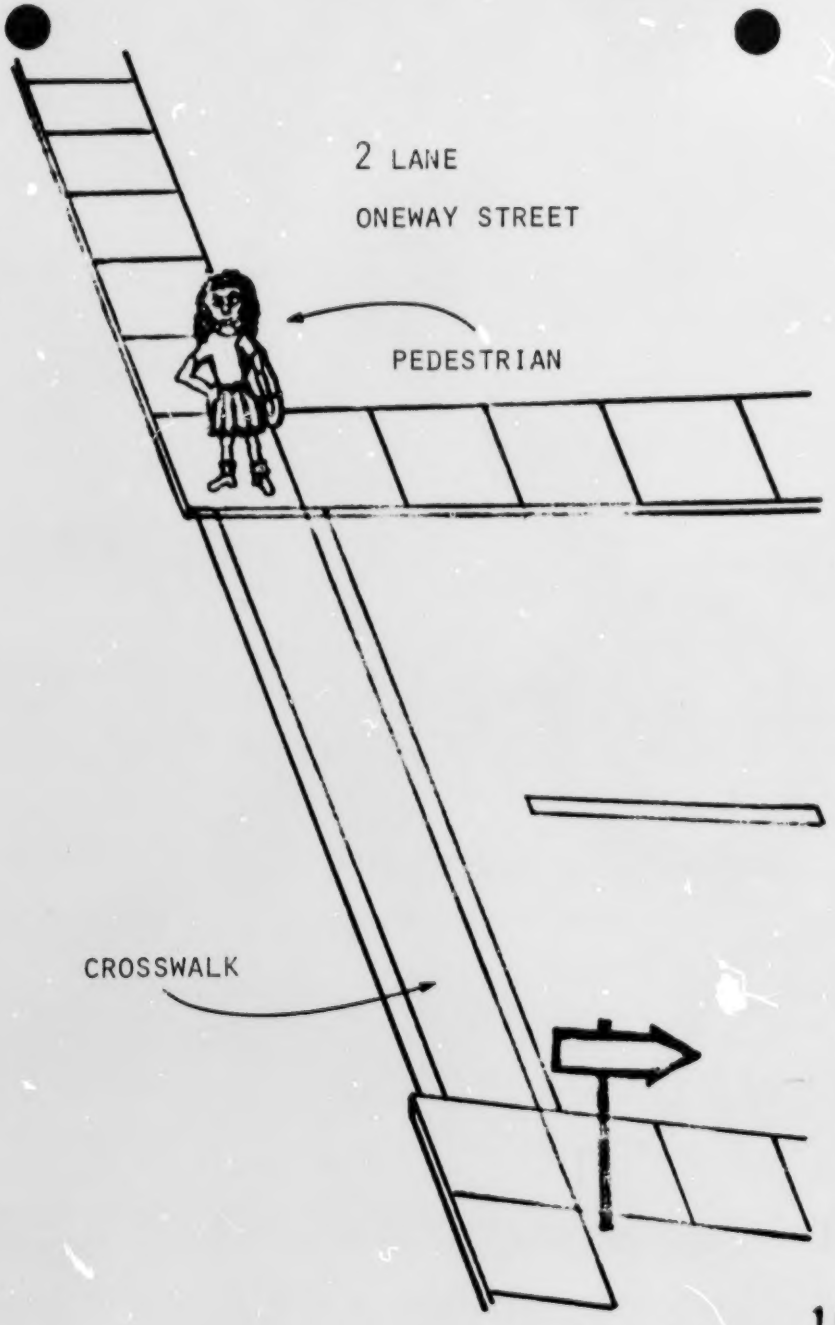
Identify: The crosswalk is marked. No other traffic signs, signals, or symbols are used.

Predict: The highway users will *usually* continue moving through the intersection. They will expect the pedestrian to remain behind the curb on the sidewalk.

Decide: You should remain on the sidewalk until the vehicles have passed. If other vehicles (not shown) are approaching, you will need to decide how fast they are moving and the time and distance needed for you to *safely* cross the street.

Act: To be predictable, remain on the curb until the vehicles have passed and the roadway is clear. If other vehicles are approaching, cross the street *only* if you are sure you have enough time and distance to get across safely.


ONEWAY TRAFFIC
SIGN
PD-V
VEHICLES


2 LANE
ONEWAY STREET
PEDESTRIAN
CROSSWALK

ONE-WAY STREET

Situation: Pedestrian wishes to go across a one-way street. Vehicles are coming down the one-way street.

Identify: Crosswalk is marked across the one-way street.

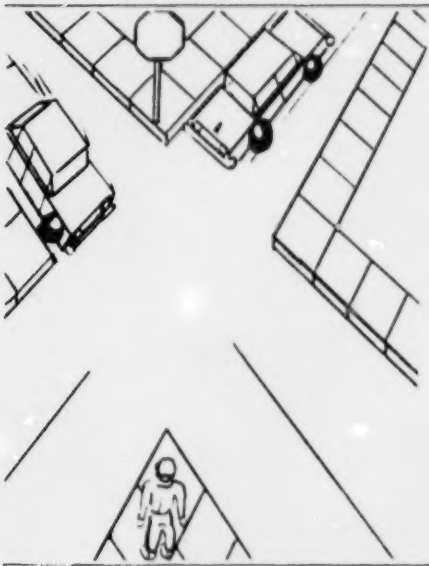
Predict: Highway users will *usually* continue moving along the roadway. They will expect the pedestrian to remain on the sidewalk.

Decide: You should remain on the sidewalk until all vehicles have passed. If other vehicles are approaching, you will need to decide how fast they are moving and the time and distance needed for you to safely cross the street.

Act: To be predictable, remain on the sidewalk until the street is clear or until you find a gap in traffic that gives you enough time and distance to safely cross the street.

CROSSING THE STREET

DEMONSTRATION SITUATIONS

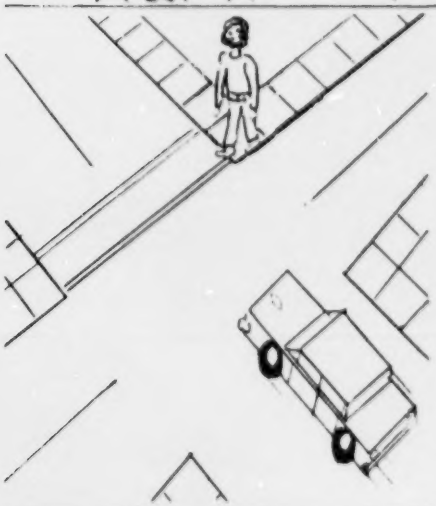


A. FOUR-WAY INTERSECTION

who is involved: 1 or 2 pedestrians and 2 drivers

what to do: Pedestrian is on the sidewalk about to step into the street. Car is moving down the street toward the pedestrian. Another car is waiting at a stop sign across the street from the pedestrian.

what did they do: Car on through street moves through intersection. Pedestrian remains on curb until vehicle is past and then establishes eye contact with vehicle turning at stop sign. Pedestrian, using all traffic safety techniques learned,* crosses roadway.



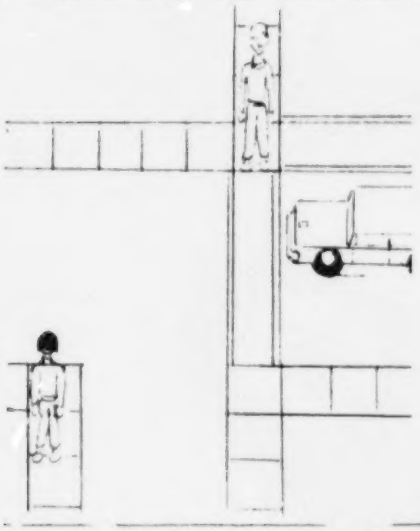
B. THREE-WAY INTERSECTION

who is involved: 1 or 2 pedestrians and 1 driver

what to do: Pedestrian walks to corner with marked crosswalk. Driver continues moving along street.

what did they do: Car continues to move long street. Pedestrian walks to marked crosswalk, waits for vehicle to pass, and determines that the street is clear. Pedestrian, using all traffic safety techniques learned,* crosses the street.

*NOTE: Traffic safety techniques learned include those presented in Fourth Through Sixth Grades, "Traffic Safety Concepts," or other instruction on the street as a hostile environment, the decision-making process (I.P.D.A.), and predictability and communication.

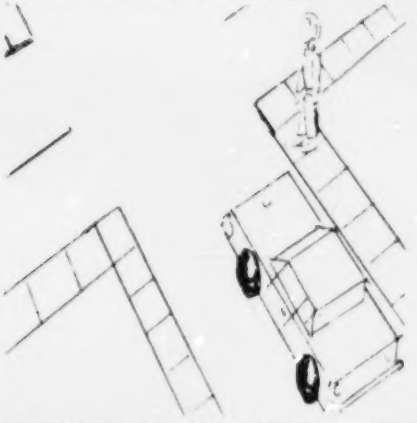


C. OFFSET INTERSECTION

who is involved: 2 or more pedestrians and 1 driver

what to do: Pedestrians are on opposite sides of the street. A car is moving down the street toward them.

what did they do: Car moves down street and past pedestrians (or if the time distance gap is large enough, the pedestrian may cross before the car gets to the intersection). Pedestrians walk to nearest crosswalk, and using all traffic techniques learned,* cross the streets and meet at the corner.

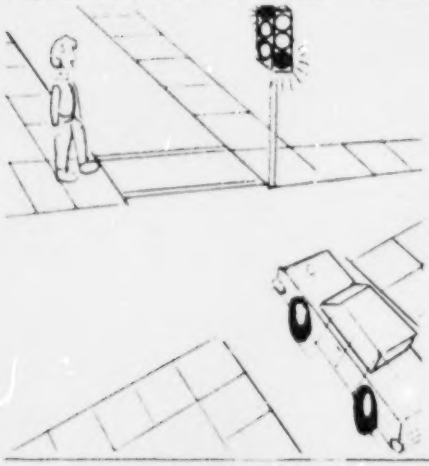


D. NARROW NEIGHBORHOOD STREETS

who is involved: 1 pedestrian and 1 driver

what to do: Pedestrian is standing on corner about to step into street. A car is coming down the street.

what did they do: Car moves down street and through intersection. Pedestrian waits on sidewalk until vehicle passes, then crosses street using all traffic safety techniques learned.*

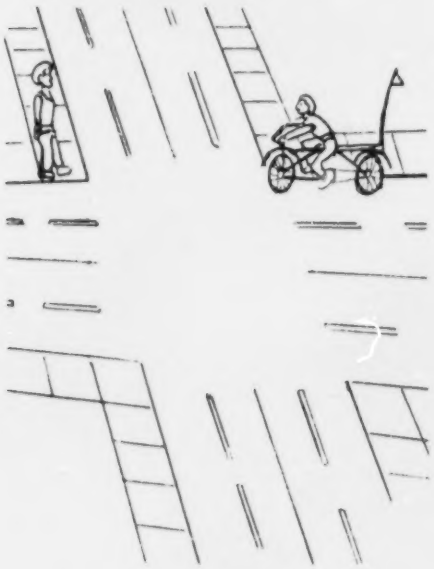


E. TWO-LANE STREET

who is involved: 1 or 2 pedestrians and 1 driver

what to do: Pedestrian is starting to enter street. Car is coming toward the pedestrian. Traffic signal is red for pedestrian and green for car.

what did they do: Car moves through intersection and pedestrian remains on curb. When pedestrian gets green light and traffic has stopped, he or she, using all traffic safety techniques learned, * crosses the street.

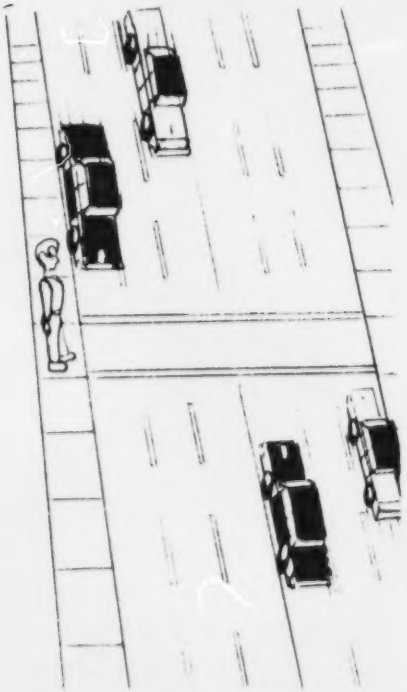


F. FOUR-LANE STREET

who is involved: 1 or 2 pedestrians and 1 bicyclist

what to do: Pedestrian is on the sidewalk about to step into the street. A bicyclist is moving toward the pedestrian. The traffic signal is yellow for the bicyclist and red for the pedestrian.

what did they do: Bicyclist moves on through the intersection and past the pedestrian. Pedestrian remains on the sidewalk until the bicycle is past and he/she has the green light. Using all traffic safety techniques learned,* pedestrian crosses the street.



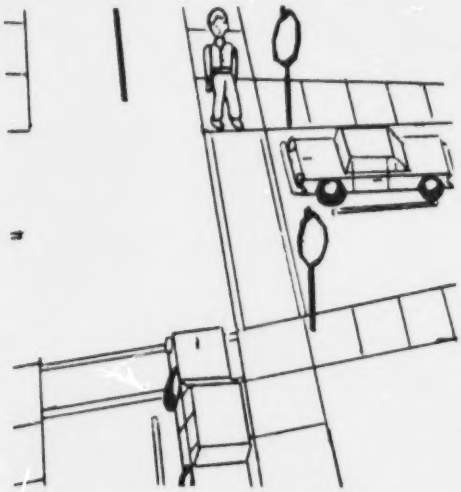
G. SIX-LANE STREET

who is involved: 1 or 2 pedestrians and 4 drivers

what to do: Pedestrian is on sidewalk about to step into a six-lane street. Four vehicles are moving down the street toward the pedestrian.

what did they do: Cars move down the street and past the pedestrian. Pedestrian waits for vehicles to pass and then determines that the street is clear before crossing the street.

NOTE: *On a wide, multilaned street, with no traffic signs or signals, determining sufficient gap time becomes very important. Never try to cross except at designated pedestrian crossing points such as marked crosswalks or when other traffic control devices are available.*

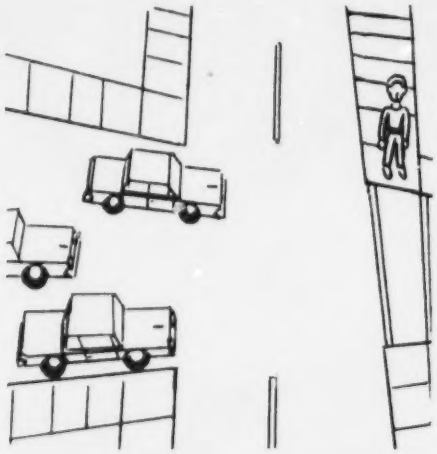


H. TWO-WAY STREET

who is involved: 1 or 2 pedestrians and 1 driver

what to do: Pedestrian is on the sidewalk about to step into the street. Cars are stopped at the stop signs.

what did they do: Pedestrian crosses the street after establishing eye contact with each driver and seeing that they remain stopped. While crossing the street, the pedestrian continues to use all traffic safety techniques learned.*



I. ONE-WAY STREET

who is involved: 1 or 2 pedestrians and 2 drivers

what to do: Pedestrian is on sidewalk about to step into a one-way street. Cars are moving down the street toward the pedestrian.

what did they do: Cars continue to move along street. Pedestrian waits on sidewalk until vehicles have passed, then crosses the street, using all traffic safety techniques learned.*

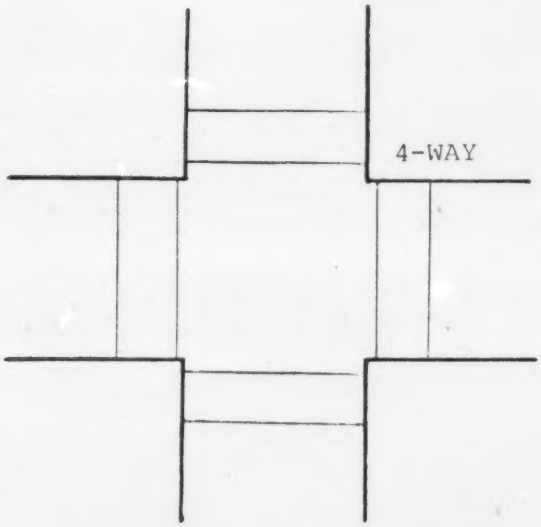
DIRECTIONS FOR SETTING UP SIMULATED STREET INTERSECTIONS

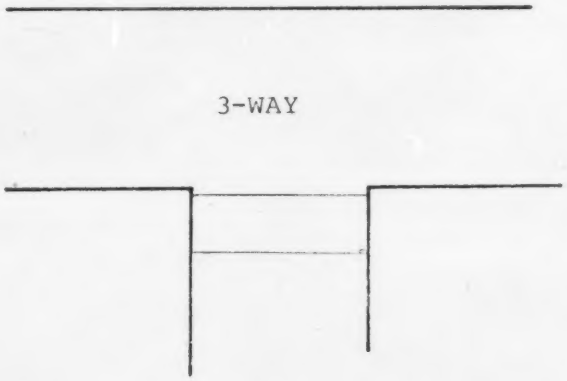
Masking tape or chalk can be used for setting up simulated intersections in your classroom. (The gym or playground may also be used if there is a problem of classroom space.)

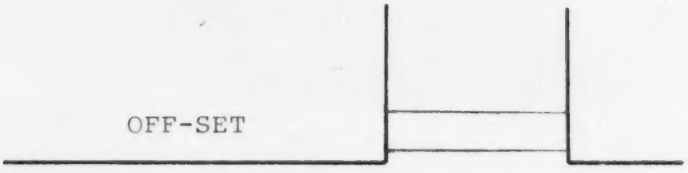
The intersections should include crosswalks that are either drawn with chalk or laid out with white tape. The intersections should resemble the ones shown below. (You may wish to add lines to indicate lanes for traffic.) The dimensions provided are suggested. However, select those dimensions that best suit your situation.

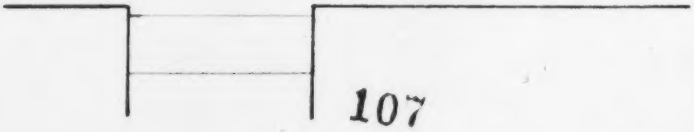
Suggested minimum dimensions: (approx.)

Street width - 12' (3.5 m)
Crosswalk width - 3' (1 m)



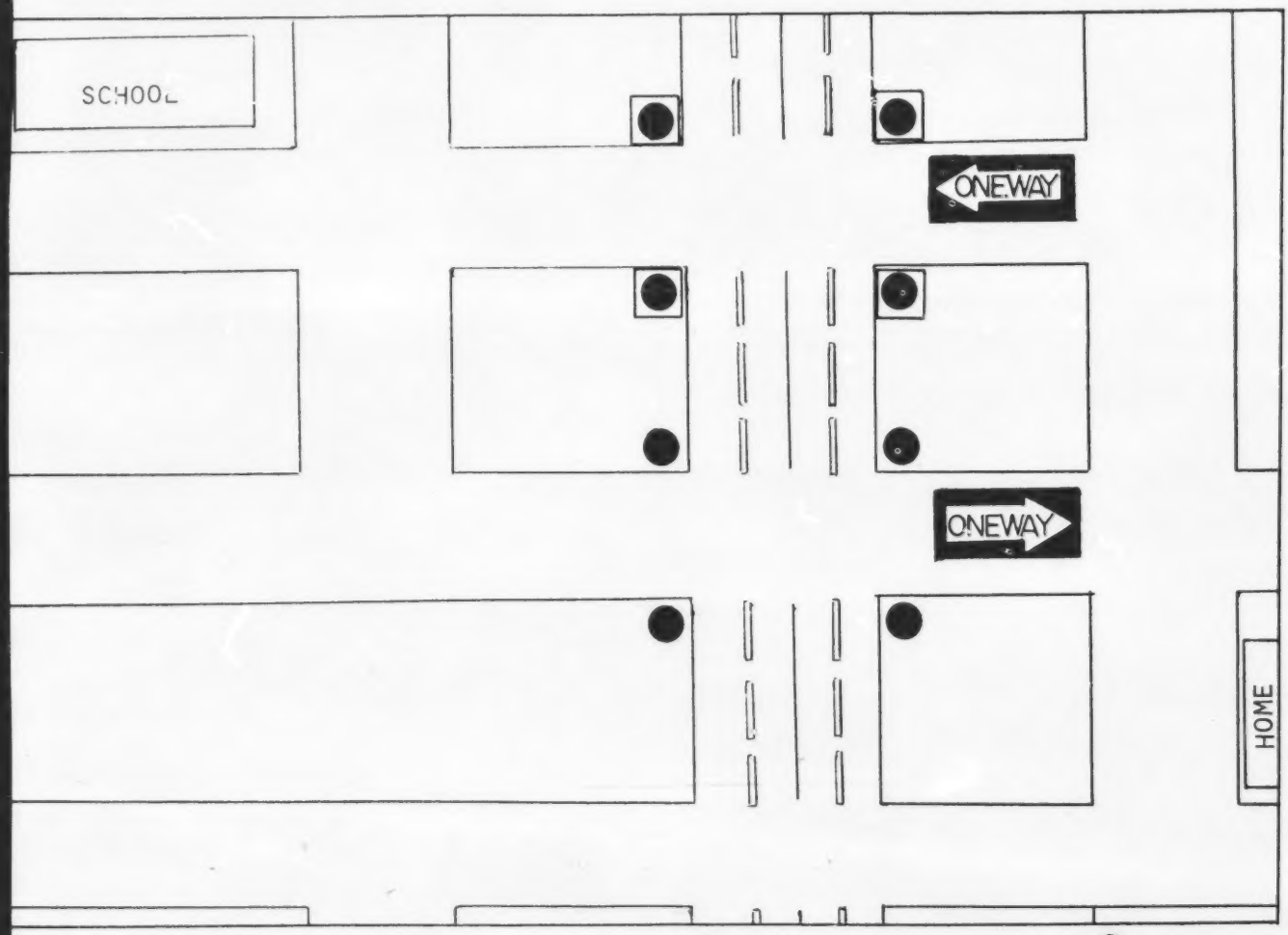






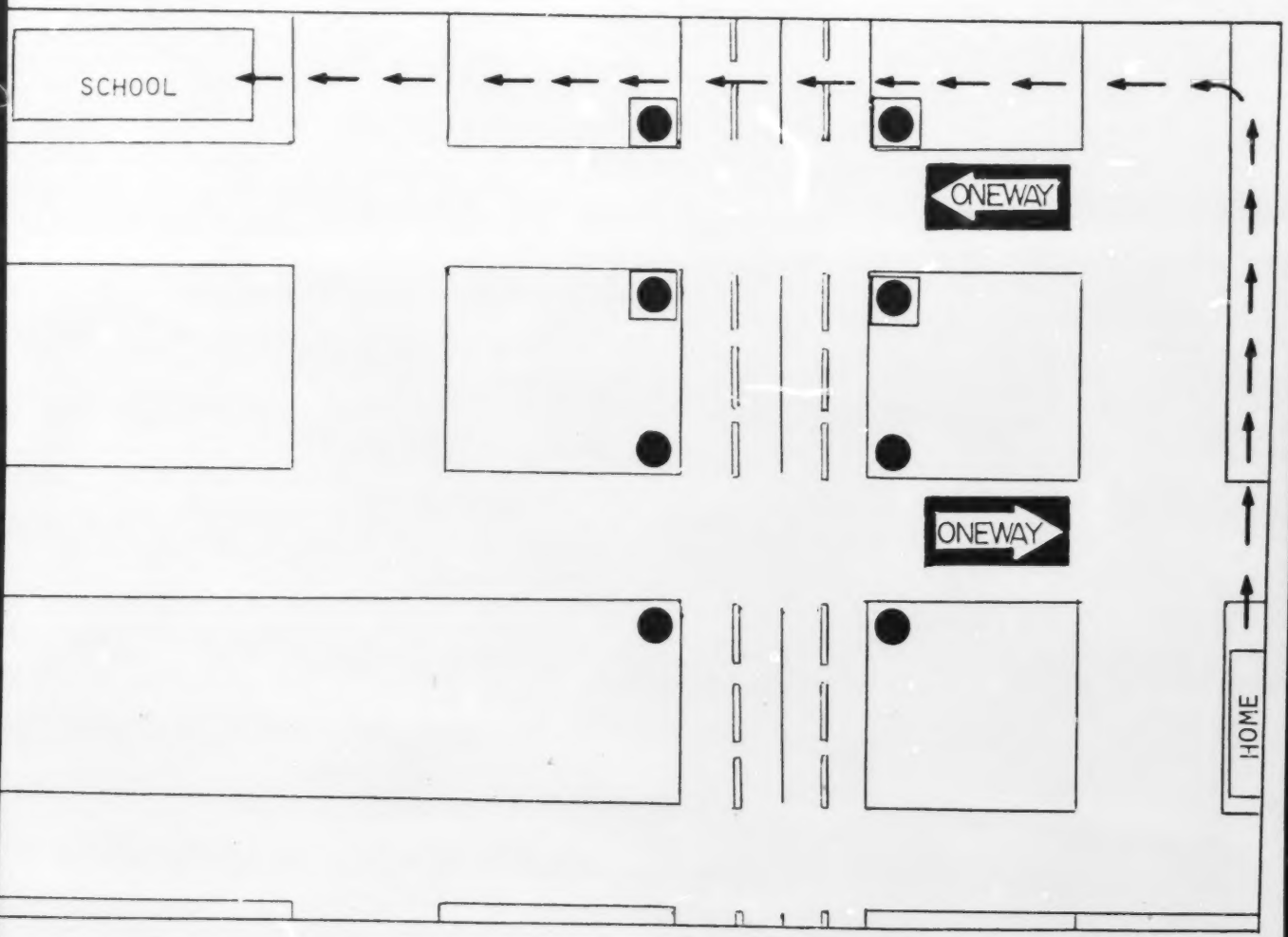
WRITTEN EXERCISE

SAFEST ROUTE FROM HOME TO SCHOOL



WRITTEN EXERCISE

SAFEST ROUTE FROM HOME TO SCHOOL



KEY

SAFEST ROUTE FROM HOME TO SCHOOL

This route would be safer because:

1. It is a direct route.
2. There are a minimum number of crossings.
3. The intersections are not complicated.
4. Intersections of one-way streets are usually safer crossings than two-way streets.
5. Traffic signals give pedestrians more chance for safety than stop signs.
6. Special school crossing markings and/or adult crossing guards are often used in areas next to schools or at nearby heavily traveled intersections.

MAP SKILLS EXERCISE

MY SAFEST ROUTE TO SCHOOL

MAP KEY:

SCHOOL

HOME

RAILROAD CROSSING

STOP SIGN

TRAFFIC LIGHT

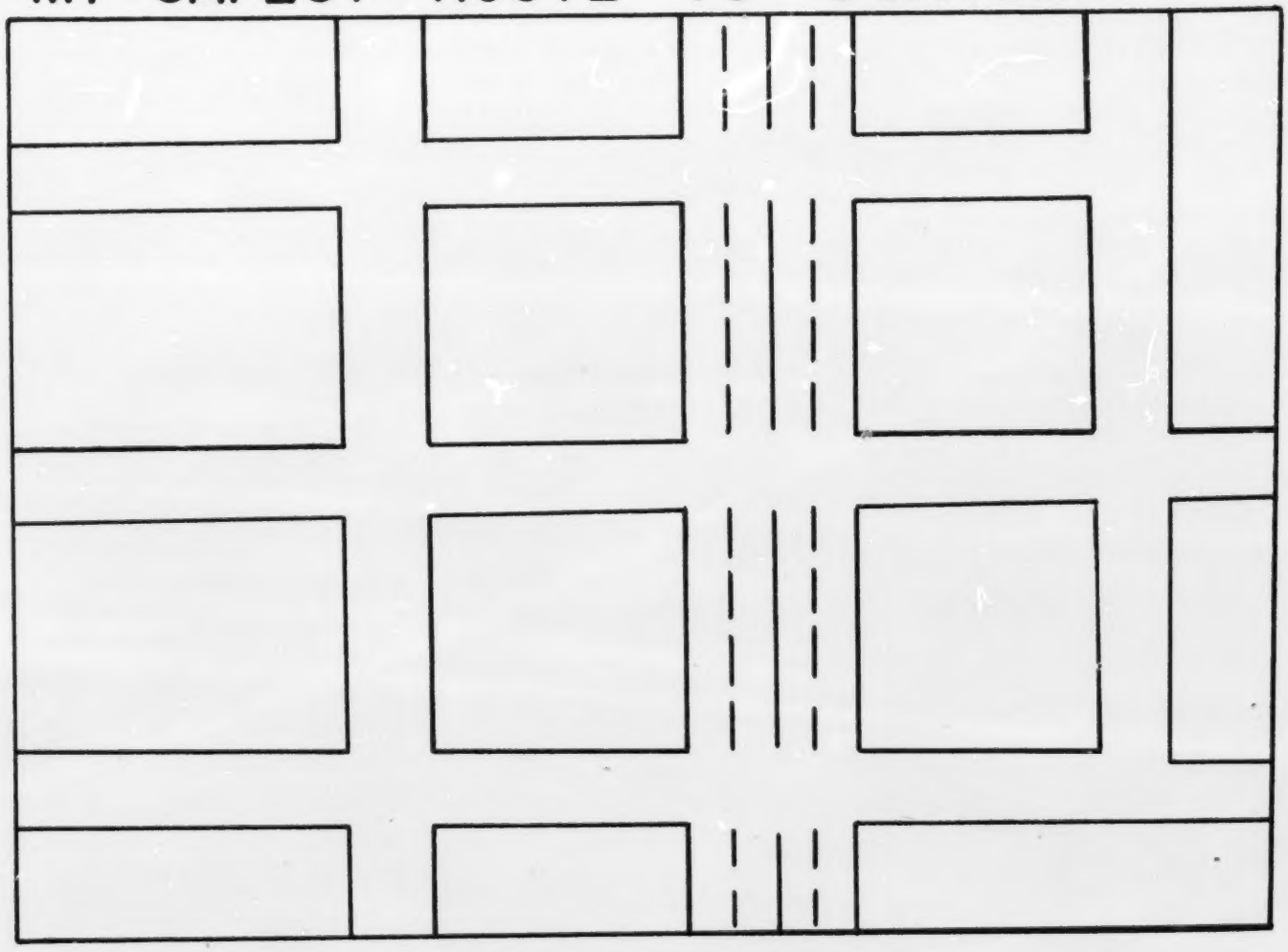
PD-V

ONE WAY STREET

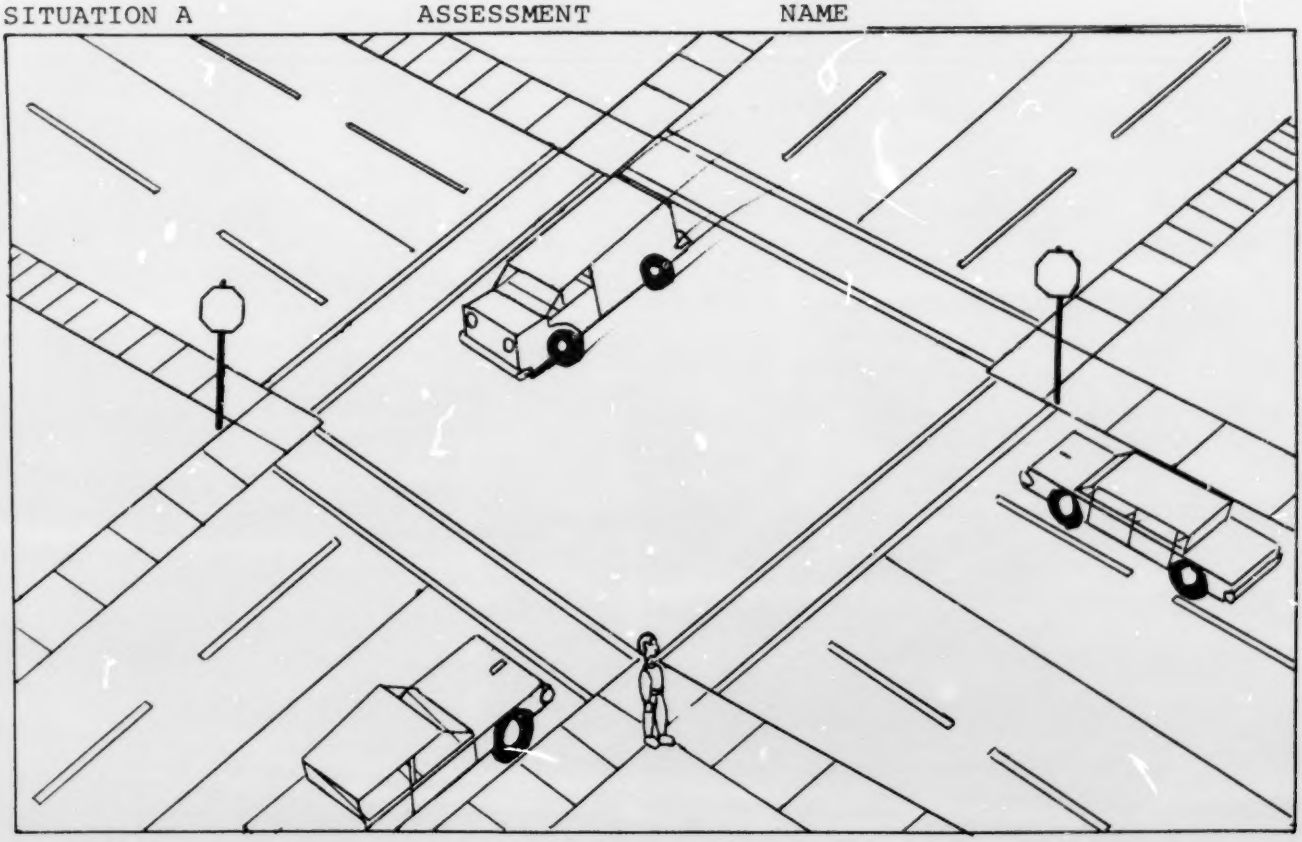
N

E W

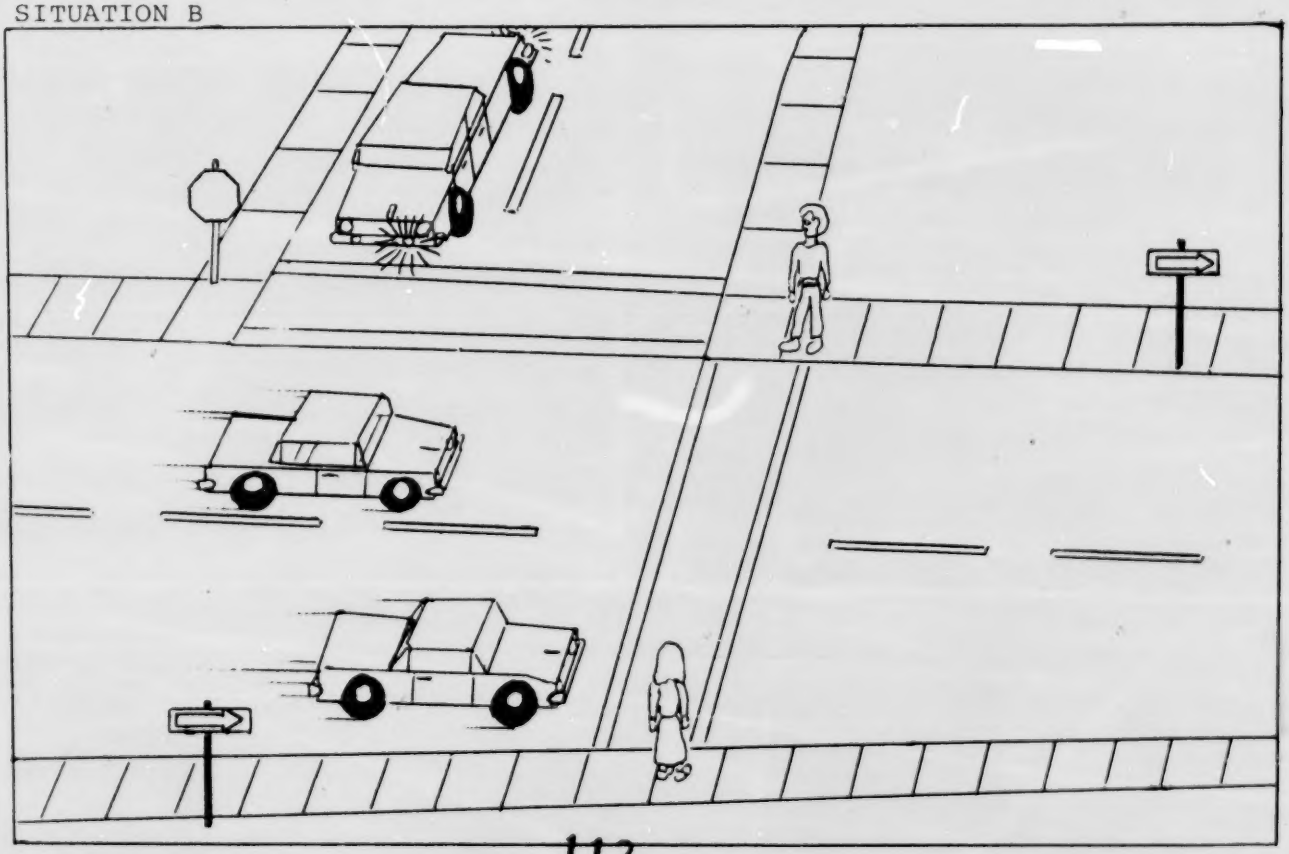
S



SITUATION A ASSESSMENT NAME _____

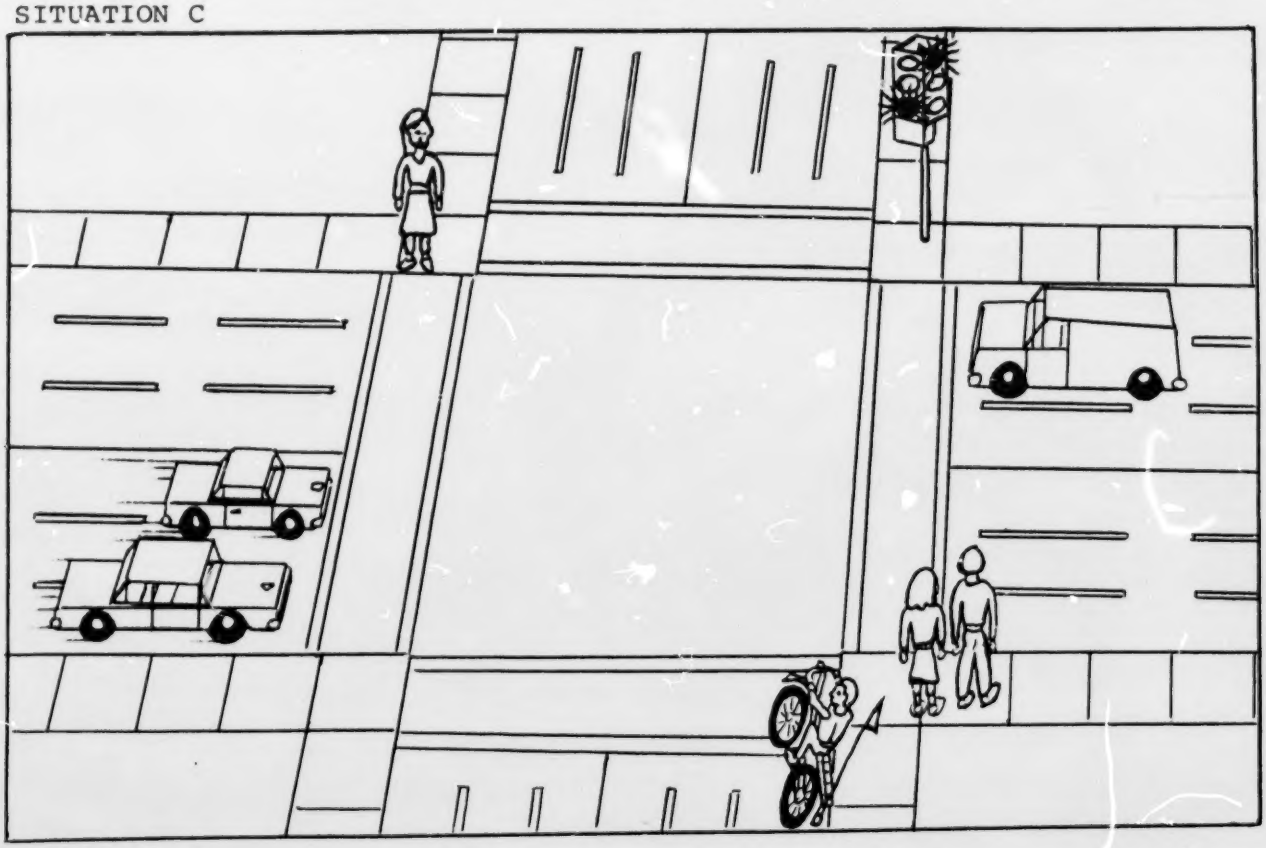


SITUATION B

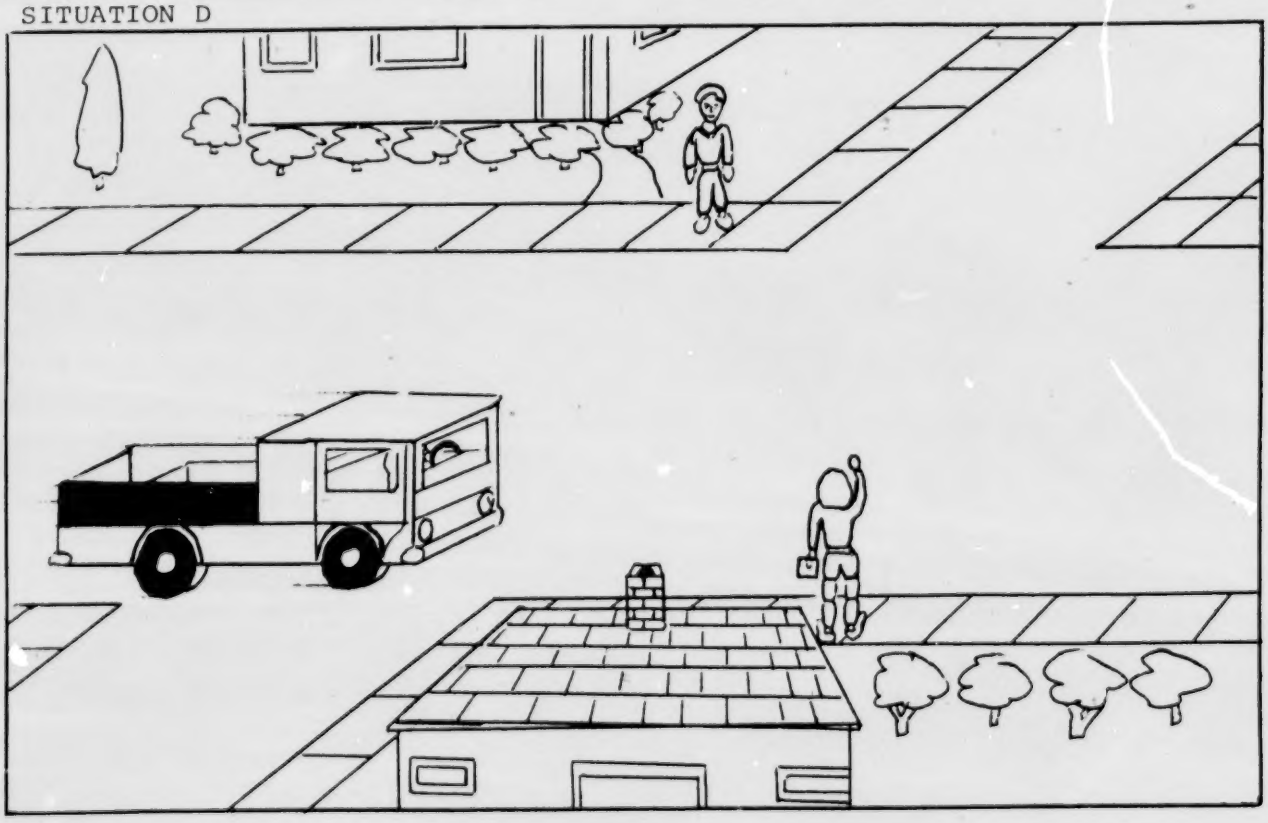


ASSESSMENT NAME _____

SITUATION C



SITUATION D



SITUATION A: The pedestrian wants to cross the street. A car is approaching the stop sign.

1. What are the important clues you can *identify*?_____

2. What do you *predict* might happen?_____

3. What might you as a pedestrian *decide* to do?_____

4. What *action* will you take?_____

SITUATION B: The pedestrian wants to cross the street to talk to friend.

1. What are the important clues you can *identify*?_____

2. What do you *predict* might happen?_____

3. What might you as a pedestrian *decide* to do?_____

4. What *action* will you take?_____

SITUATION C: These pedestrians want to cross the street. The traffic light tells them that it is safe to cross the street.

1. What are the important clues you can *identify*?_____

2. What do you *predict* might happen?_____

3. What might you as a pedestrian *decide* to do?_____

4. What *action* will you take?_____

SITUATION D: Johnny wants to visit his friend Stanley.

1. What are the important clues you can *identify*?_____

2. What do you *predict* might happen?_____

3. What might you as a pedestrian *decide* to do?_____

4. What *action* will you take?_____

ASSESSMENT KEY

SITUATION A: The pedestrian wants to cross the street. A car is approaching the stop sign.

1. What are the important clues you can *identify*? *a 4-lane street; a 4-way intersection; 2 stop signs; 3 cars (1 waiting at the stop sign, 1 moving through the intersection, 1 approaching the intersection); a pedestrian.*
2. What do you *predict* might happen? *2 cars will proceed through the intersection; 1 car will wait at the stop sign; the pedestrian will use eye contact and the crosswalk to cross the street.*
3. What might you as a pedestrian *decide* to do? *Wait on the curb until the car is stopped; make eye contact with the driver; make sure the other cars will not turn; cross the street quickly and carefully.*
4. What *action* will you take? *Wait until the car has stopped; make eye contact with the driver; use the crosswalk and cross quickly.*

SITUATION B: The pedestrian wants to cross the street to talk to friend.

1. What are the important clues you can *identify*? *1-way street; 3-way intersection; pedestrian crosswalks; 2 pedestrians; 3 cars and 1 car is turning; a stop sign for the turning car.*
2. What do you *predict* might happen? *2 cars will continue through the crosswalk on the 1-way street; the other car will stop at the stop sign; the pedestrians will wait on the curb.*
3. What might you as a pedestrian *decide* to do? *Make eye contact with the driver of the stopped car; the woman pedestrian will wait on the curb until the road is clear; the man will wait for the car to stop.*
4. What *action* will you take? *Make eye contact with the driver of the turning car; make sure the car has stopped; wait on the curb until the road is clear; cross the street and use the crosswalks.*

ASSESSMENT KEY

SITUATION C: These pedestrians want to cross the street. The traffic light tells them that it is safe to cross the street.

1. What are the important clues you can *identify*? *4-way intersection; 6-lane street; a traffic light; 3 cars; 3 pedestrians; 1 bicyclist.*

2. What do you *predict* might happen? *The cars will stop for the traffic light; the pedestrians and the bicyclist will establish eye contact with the drivers; use the crosswalks and cross quickly and carefully.*

3. What might you as a pedestrian *decide* to do? *Wait on the curb until the cars have stopped for the light; make eye contact with the drivers; use the crosswalks.*

4. What *action* will you take? *Wait on the curb; make sure the cars have stopped; make eye contact with the drivers; use the crosswalks to cross quickly and carefully.*

SITUATION D: Johnny wants to visit his friend Stanley.

1. What are the important clues you can *identify*? *A narrow neighborhood street; a car is approaching; there are no crosswalks; an offset intersection; 2 pedestrians.*

2. What do you *predict* might happen? *The car will continue down the street; Johnny will go to the corner and cross the street.*

3. What might you as a pedestrian *decide* to do? *Wait on the curb at the corner until the car has passed; once the street is clear from all directions, cross the street quickly and carefully.*

4. What *action* will you take? *Wait on the curb at the corner until the car has passed; make sure the street is clear in all directions; cross the street quickly and carefully.*

PASSENGER SAFETY – FIFTH GRADE

"THE BUS PASSENGER AND BASIC SAFETY CONCEPTS"

OBJECTIVE TWO

Given a simulated bus, the student will *demonstrate* and *describe how* a passenger uses the decision-making process (I.P.D.A.), communication, and predictability when waiting for, entering, riding, and exiting a bus under normal and emergency conditions.

NOTE: Either Fourth Through Sixth Grades, "Traffic Safety Concepts," Lesson One, Two, and Three, or other instruction on the street as a hostile environment, the decision-making process (I.P.D.A.), and predictability and communication, should be completed before this lesson.

KEY POINTS

1. A passenger and the traffic safety concepts:
   a. The street is a *hostile environment* for a passenger because the vehicle he is riding in can be involved in an accident and the passenger can be hurt or killed.
   b. A passenger can use the decision-making process (I.P.D.A.) to assist the driver to be safer in traffic situations and to help himself to be safer when entering, riding, and exiting a bus.
   c. A passenger is predictable when he follows the correct procedures of entering, riding, and exiting a bus under normal and emergency conditions.
2. To *wait* safely for a bus, a passenger should:
   a. Be there five minutes early but not any earlier.
   b. Not play in the street.
   c. Line up in an orderly manner.
   d. Be courteous and help the younger children.
   e. Not push and shove.
   f. This is usually the time of day for heavier vehicle traffic. Stay well back from the street and pay close attention to the hazards of the *hostile environment*.

Normal Conditions:

3. *To enter* a bus safely, a passenger should:

   a. Wait several feet back from the street for the bus to come to a full stop and the door to open before moving toward the bus.

   b. Enter the bus one person at a time.

   c. Use the handrail and go up the steps one at a time.

   d. Not push or shove.

   e. Take a seat quickly and quietly.

4. *To ride* on a bus safely, a passenger should:

   a. Stay seated and not play or wrestle on the bus.

   b. Talk quietly—do not make loud noises that might disturb the bus driver.

   c. Keep objects out of the aisle. Place books and lunch boxes on your lap.

   d. Keep head and arms inside the bus at all times.

   e. Not open windows without permission from the bus driver.

5. *To exit* from a bus safely, a passenger should:

   a. Wait until the bus stops before standing up to leave the seat.

   b. Allow those sitting in front to get off first.

   c. Exit through the front door in single file and do not push or shove.

   d. Use the handrail and the steps. Do not jump.

   e. Move away from the bus as soon as you get off.

   f. Cross the street in front of the bus; if it is necessary to cross the street after leaving the bus, look in all directions for approaching traffic; look at the bus driver to make sure that he sees you.

   g. After leaving the bus, go directly to your destination.

Emergency Conditions:

6. To exercise safety under emergency conditions, a passenger should:

   a. Locate the emergency door.

   b. Sit quietly and wait for instructions.

c. Follow the instructions of the bus driver or person in charge.

d. Exit quietly, in single file, and do not push or shove.

e. Let those closest to the exit leave first.

f. Once outside the bus, move off the road and away from the bus and stay in a group.

MATERIALS NEEDED

For each student make a ditto copy of "The Bus Passenger: Observation Guidelines" and "The Bus Passenger: Observation Form." (Activity 2 and 3)

Arrange with the District Transportation Department for a bus and driver to be sent to your school. (Activity 3)

Cardboard or tagboard, masking tape, tempera paint, and chairs for making a bus. See "Directions For Making A School Bus," included with this lesson. (Activity 5)

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Explain that as bus passengers we have fewer decisions to make than we do as pedestrians or bicyclists. The street is still, however, a hostile environment for the passengers. The bus in which they are riding could be involved in an accident and the passengers hurt or killed. To be safer, the passengers should make good decisions (I.P.D.A.), communicate effectively with other people, and be predictable as they follow the safe procedures waiting for, entering, riding, and exiting a bus under either normal or emergency conditions.

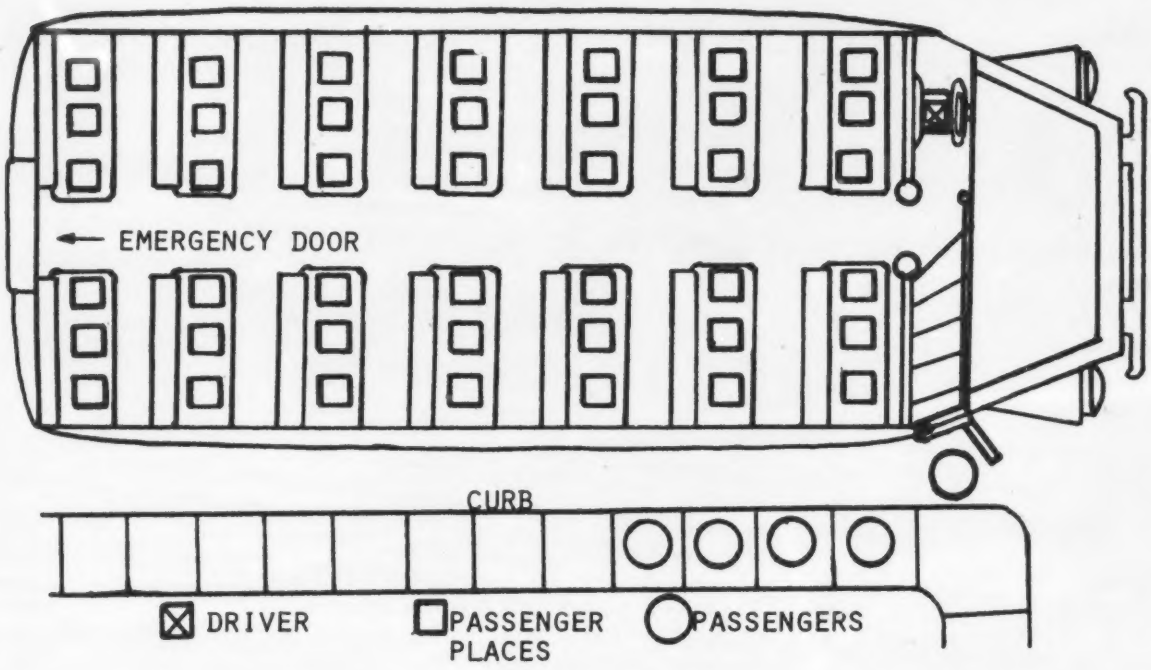
   Write on the chalkboard:

A BUS PASSENGER

Entering	Riding	Exiting	Helping Driver

Explain that there are decisions to be made and actions to be taken which will help the bus passenger be safer. Have students suggest safe ways to wait for, enter, ride, and exit a bus. List the students' suggestions in the appropriate column. Discuss *how* the decision-making process (I.P.D.A.), communication and predictability are used in each step. (See the back of the master "The Bus Passenger: Observation Guidelines" for ideas.)

Place the following diagram on the chalkboard. Use it to review and visually explain how the basic safety concepts and safe bus procedures can be used in entering, riding, and exiting a bus under normal conditions.



For example: Ask students questions like those provided below:

a. *What* should students do while waiting for a bus?

b. *When* should passengers begin to enter?

c. *What* procedures should be followed?

d. *What* decisions need to be made and *how* will you make them?

e. *How* should you get seated?

f. *What* should bus passengers do while in the bus?

g. *How* do passengers exit the bus?

As decisions are made erase or add passenger symbols and show how they would exit or enter. (Refer to the list of safe procedures developed at the beginning of this lesson

and to the suggestions on the back of the master, "The Bus Passenger: Observation Guidelines.")

Use the same diagram and procedures to discuss how passengers should exit the bus under *emergency conditions*.

2. Begin as in Activity 1. Add a *simulated demonstration*.

   Have students arrange chairs to form a simulated bus (see the diagram in Activity 1). Provide each student with a copy of "The Bus Passenger: Observation Guidelines" and each small group with one of the demonstration situations included with this lesson. After a brief planning period, have each group use the simulated bus to demonstrate their situation. As each group demonstrates a situation the other students will use "The Bus Passenger: Observation Guidelines" to see if the simulation is performed correctly and may record their observation on the form, "The Bus Passenger: Observation Form."

   Following each demonstration have students discuss the bus passenger behavior and use of the decision-making process (I.P.D.A.), communication and predictability. (See the back of the "The Bus Passenger: Demonstration Situations" for ideas.)

3. Begin as in Activity 1. Add a demonstration and *performance situation* using an actual school bus. Using a bus secured through arrangements with the District Transportation Department, give students actual practice in entering, riding, and exiting a school bus under both *normal* and *emergency* conditions.

   Distribute copies of "The Bus Passenger: Observation Guidelines" and "The Bus Passenger: Observation Form." Review the guidelines and directions with students. Divide the class into five groups and assign them as follows:

GROUP ASSIGNMENTS

NORMAL CONDITIONS:

GROUPS	RESPONSIBILITY	LOCATION
I	Observation	Inside Bus
II	Observation	Outside Bus
III, IV, V	Demonstration and Performance	Waiting for, Entering, Riding, or Exiting Bus

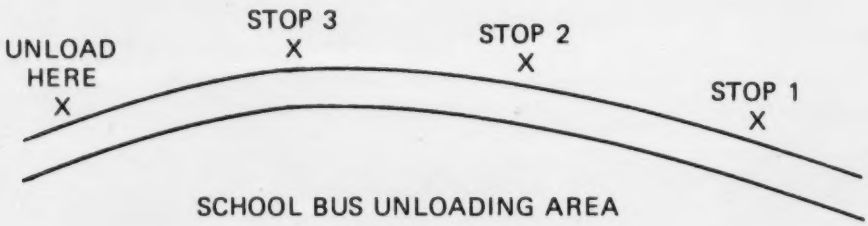
EMERGENCY CONDITIONS:

GROUPS	RESPONSIBILITY	LOCATION
All	Demonstrate and Perform	Exiting Bus

NORMAL CONDITIONS

Group I will remain seated inside the bus throughout the demonstration and will observe and record passenger behavior. Group II will remain outside and at least five feet away from the bus throughout the demonstration. They will observe passenger behavior from this location. Groups III, IV, and V will demonstrate the proper procedures for entering, riding, and exiting the bus under *normal conditions.*

For example: Designate three "bus stops" along your school bus loading area (see the diagram which follows). Place one group of demonstrating students at each "stop." Have the bus driver move to each "stop" and pick up passengers. Move to the fourth location and unload.



EMERGENCY EXITING CONDITIONS

Finally have all groups participate in practicing the procedures for exiting the bus under *emergency conditions.*

After completing the demonstration and practice activities, discuss how passengers safely waited for, entered, rode, and exited the bus, as well as, how they used the decision-making process (I.P.D.A.), communication, and predictability.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and to reinforce the lesson objective.

4. *Enlarge* upon the *observations* practiced in Activities 1 and 2. You (teacher) ride to or from school on a bus ridden by some of your students. After the ride, talk with students about what happened.

5. Using a large cardboard box (i.e., a refrigerator carton) or other similar material, have students construct a school bus. (See "Directions For Making A School Bus.") They may use the bus to demonstrate correct passenger behavior.

SUMMARY

Remind the students that for the passengers to be safe in the *hostile street environment*, they must make safe decisions (I.P.D.A.), communicate, and be predictable. Under all conditions the student should exercise caution, good manners, and consideration for other people. At all times, the student should obey the bus driver and assist by waiting for, entering, riding, and exiting a bus in a quiet, orderly manner.

ASSESSMENT PROCEDURE (OPTIONAL)

Set up a simulated bus and bus loading area in the classroom. Use masking tape or chalk to mark the curb line. For the bus simulation, place chairs in double rows leaving an aisle (see attached diagram). If you have an outside door in your class, you might want to use it as the emergency exit in this demonstration. First have the students demonstrate the proper procedures of waiting for, entering, riding, and exiting a bus under normal conditions. Secondly, have the students demonstrate the proper procedures for emergency exiting. The teacher acts as the bus driver, giving directions so that the students demonstrate listening to and following the bus driver's directions. Then have the students describe how a passenger uses the decision-making process (I.P.D.A.), communication, and predictability when waiting for, entering, riding, and exiting a bus under normal and emergency conditions.

To achieve the objective, the student will demonstrate the proper procedures and describe how a passenger uses the decision-making process, communication, and predictability correctly. Score, record, and give help where needed.

THE BUS PASSENGER:
OBSERVATION GUIDELINES

Directions: When observing passenger behavior in entering, riding in, and exiting a bus look for the following actions:

NORMAL CONDITIONS

Waiting

a. Gets to stop 5 minutes early.
b. Does not play in the street.
c. Lines up in an orderly manner.
d. Is courteous and helps younger children.
e. Doesn't push and shove.
f. Stays well back from the street and pays close attention to the hazards of the hostile environment.

Entering

a. Waits for bus to come to complete stop and door to be opened before moving toward bus.
b. Uses handrail and goes up steps one at a time.
c. Enters one person at a time.
d. Doesn't push or shove.
e. Takes seat quickly and quietly.

Riding

a. Stays seated.
b. Doesn't play or wrestle.
c. Talks quietly.
d. Doesn't make loud noises that might distract driver.
e. Keep objects out of aisle.
f. Puts books and lunch boxes on lap.
g. Doesn't throw things inside or, outside the bus.
h. Keeps arms, legs, and other body parts inside bus.
i. Doesn't open windows without driver's permission.

Exiting

a. Waits for bus to come to complete stop before leaving seat.
b. Allows those sitting in front to get off first.
c. Exits through front door in single file.
d. Doesn't push or shove.
e. Uses handrail and takes one step at a time.
f. Doesn't jump.
g. Moves away from bus just as soon as he gets off.
h. Crosses street in front of bus
   (1) makes sure driver of bus sees him.
   (2) makes sure street is clear.
i. Goes directly to destination.

EMERGENCY CONDITIONS

Exiting

a. Locates emergency door.
b. Sits quietly and waits for instructions.
c. Follows instructions of driver or person in charge.
d. Exits quietly in single file, and doesn't push or shove.
e. Lets those closest to exit leave first.
f. Moves off road and away from bus.
g. Stays in group.

The following states why the bus passenger is still in a hostile environment and suggests a few ways in which the bus passenger may use the decision making process, communication and predictability.

1. Why are you, as a bus passenger, in a hostile environment?

   a. You may be injured while you are waiting at the bus stop.
   b. The bus driver could make a mistake.
   c. The bus could be involved in an accident while you're riding in it.
   d. There is less padding on seats and the bus interior to protect you during sudden stops and crashes.
   e. You don't have seatbelts to hold you in your seat or the vehicle.
   f. Your fingers could be injured in a closing window.
   g. You enter and exit the bus in situations where there is more traffic than in your own driveway.

2. How do you, as a passenger, use the decision making process?

   a. Entering the bus

      (1) You identify that the bus has come to a complete stop, the door is open, and no one is in your way.
      (2) You predict that the bus will remain stopped.
      (3) You decide to safely walk up the steps.
      (4) You act upon your decision by using the handrail, walking up the steps one at a time, and avoiding others.

   b. Other decision making processes could include:

      · waiting in line at the bus stop
      · riding in the bus
      · exiting the bus under normal conditions
      · exiting the bus under emergency conditions
      · carrying objects in the bus

3. How are you, as a passenger, predictable and how do you communicate?

   a. Predictability

      (1) You stand well back from the curb until the bus has come to a complete stop and the door is open.
      (2) You place objects on the seat or the floor but not in the aisle.
      (3) You find a seat and remain in it until the bus comes to a complete stop and you are ready to exit.
      (4) You keep your arms, head, and legs inside the bus.
      (5) You sit and talk quietly enough not to distract the driver.
      (6) You help younger children.
      (7) If the driver talks to you, you listen very carefully and do what he asks you to do.

b. Communication

(1) You use eye-to-eye communication to determine what other passengers plan to do.
(2) If you must cross the street you get far enough ahead of the bus for the bus driver to see you and establish eye-to-eye contact with him.
(3) You establish eye-to-eye contact with other drivers and use other traffic safety techniques to safely cross the street.

4. How do you use the basic traffic safety techniques in an emergency?

a. Identify the emergency, i.e.: flat tire, crash with a car, bus in ditch, bus on fire, etc.
b. Predict that the driver will give you directions for exiting or remaining on the bus and will expect you to remain calm and orderly.
c. Decide to follow the driver's direction and determine the exit to be used.
d. Act by following the driver's directions and exiting the bus one at a time, following the person in front of you out the designated exit. Move away from the bus and the roadway, staying with the group.

THE BUS PASSENGER:

DEMONSTRATION SITUATIONS

A. WAITING AT THE BUS STOP

When: 5 minutes, no less, no more, before bus arrives.

Who: 6 or 8 bus passengers and a driver.

Where: Curb side of street, several feet back from the curb.

What: Passengers are waiting to board the bus. The bus is moving along the curb toward them. What should they do?

B. BOARDING THE BUS

Who: 6 or 8 bus passengers and a driver.

Where: Curb side of the street.

What: The bus is stopped at the curb and the door is open. The passengers are ready to enter the bus. What should they do?

C. BEHAVIOR ON THE BUS

Who: 10 to 15 students.

Where: Inside the bus.

What: Students are seated in the bus. A student in the back of the bus wishes to talk to another student who is in the front seat of the bus. What should the student do?

D. EXITING THE BUS

Who: 10 to 15 students.

Where: Inside the bus.

What: The bus has stopped at the curb and the door is open. Several students are ready to get off the bus. What should they do?

E. A FLAT TIRE

Who: All students on the bus (i.e., the 30 to 60 in your classroom or section).

Where: Along the side of a busy street.

What: The bus has stopped, a tire is flat. The bus driver directs the students to exit the bus. What should the passengers do?

THE BUS PASSENGER: OBSERVATION FORM

When observing the demonstrations, list what bus riders did when waiting for, entering, riding, or exiting the bus. If wrong things are done, list those, too, and be ready to tell the right thing to do as well as telling how the decision-making process, communication, and predictability were used.

Tell What Bus Passenger Did	Tell What Bus Passenger Should Have Done

The following suggests procedures and processes to be used in the demonstration situations.

Situation A: WAITING AT THE BUS STOP

Be *predictable* by remaining well away from the curb. Do not move toward the bus until you *identify* that the vehicle has come to a complete stop. Remain in a single file line not shoving or pushing each other.

Situation B: BOARDING THE BUS

Identify that the bus has come to a complete stop and the door has been opened before moving toward the vehicle. Be *predictable* by remaining in line and entering the bus in an orderly manner, one at a time, one step at a time, holding on to the handrail. Locate your seat and sit down.

Situation C: BEHAVIOR ON THE BUS

Identify that the other student cannot hear you unless you yell or unless you get out of your seat and move to their seat. *Predict* that yelling would distract the driver and that changing seats would be a hazardous move for you. *Decide* that you can talk to your friend after you get off the bus or you can call your friend on the telephone. *Act* upon your decision by remaining in your seat and talking with your friend later.

Situation D: EXITING THE BUS

Identify that the bus has come to a complete stop. Use eye contact with other passengers so you won't bump each other. *Act predictably* by getting off the bus in an orderly way, one at a time, one step at a time, using the handrail, and not shoving. Move away from the bus or if you must cross in front of it, cross well in front of the bus, and establish eye contact with the bus driver and with any other street users. Cross the street carefully, using all traffic safety techniques needed.

Situation E: A FLAT TIRE

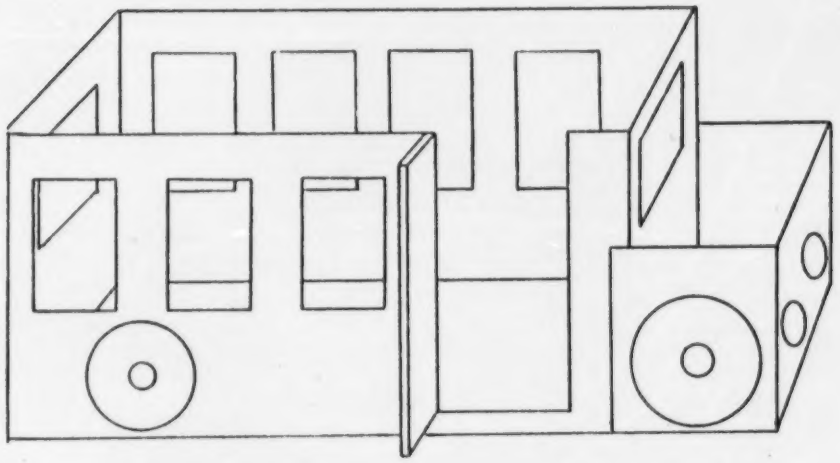
Identify that the bus has come to a complete stop and *determine* the procedure the bus driver wishes you to follow in getting off the bus. *Act predictably* by following the student in front of you and moving in single file. Quietly and calmly leave the bus by the exit the driver designates, move well away from the bus, and get out of the hostile street environment. Stay with the group and remain orderly, quiet, and calm.

DIRECTIONS FOR MAKING A SCHOOL BUS

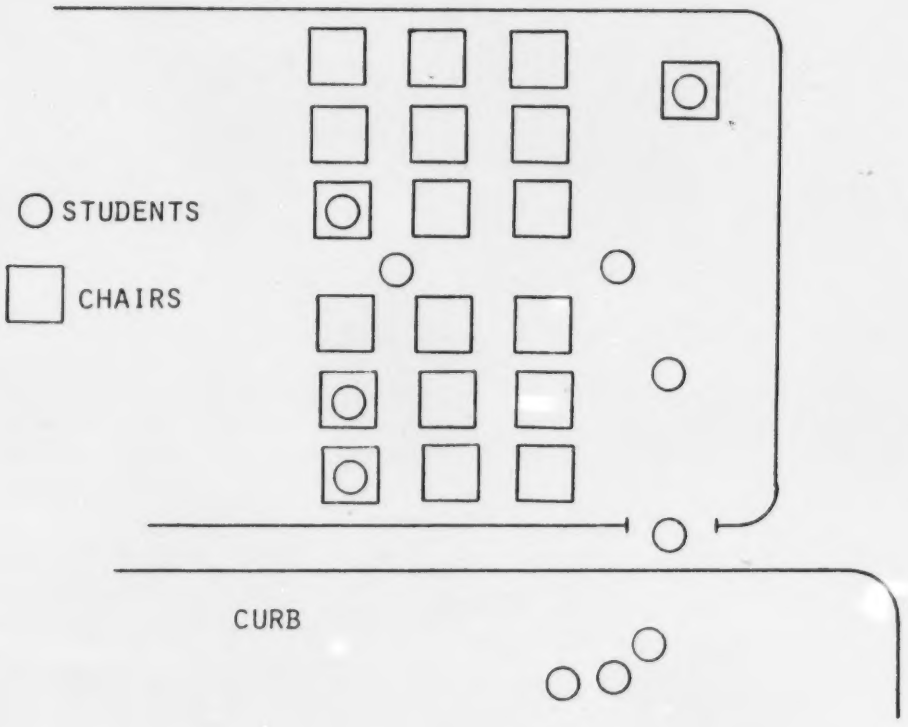
MATERIALS NEEDED

Cardboard or Tagboard	Yellow paint Black, white, red paint
Masking Tape	Chairs

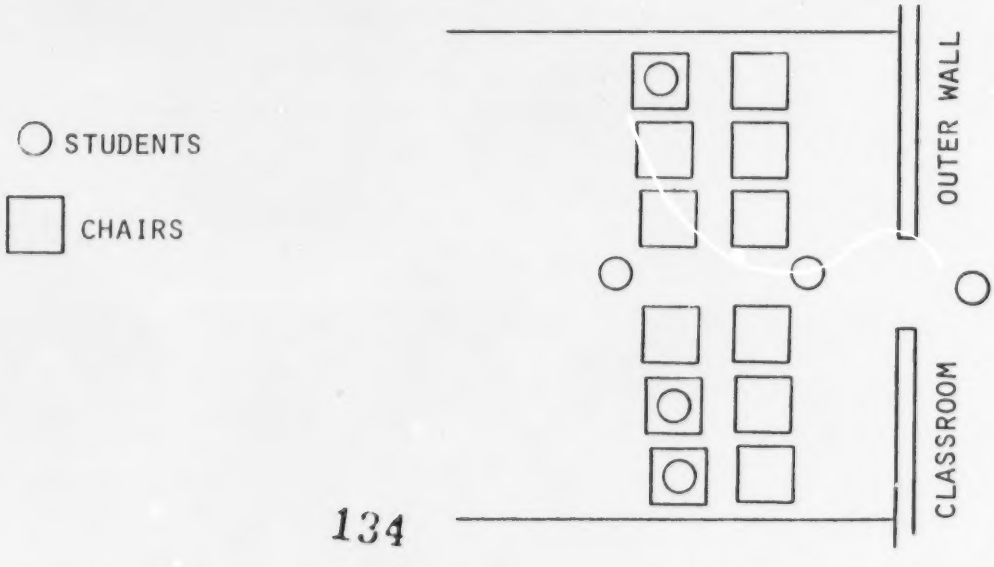
Build a bus. (Using a picture of a real bus, make a classroom bus large enough for a group of your students to use.) The teacher should gather the materials in advance. The students with teacher's guidance, begin by taping the cardboard or tagboard together to form the front, sides, and back of the bus. Continue by making a separate form for the nose of the bus and tape it to the bus in the proper position. Cut and fold back the door area in which the students enter the bus. Mark and cut out areas for the windows. Paint the bus yellow and black adding details, such as taillights, headlights, etc., as desired. (Large sheets of colored butcher paper or construction paper may be stapled on instead of using paint.) Optional: Interior parts such as steering wheel, fire extinguisher, gas pedal, handrails may be drawn in. Use the student's school chairs for passenger and driver seats.



SUGGESTED SETTING FOR BUS UNLOADING AREA



SUGGESTED SETTING FOR EMERGENCY EXIT



INFORMATION SHEET

REGULATIONS AND LAWS GOVERNING PUPIL TRANSPORTATION

STATE OF ARIZONA

REGULATIONS

1. Standing

   Standing shall not be permitted on any school bus. A school bus shall not be put in motion until all pupils are seated. Ref. A.R.S. 28-901. A. In unloading pupils, the driver shall not allow pupils to leave their seats until the bus comes to a complete stop.

2. Loading and unloading pupils

   Whenever a school bus stops to discharge or load pupils who must cross the street or highway, the pupils shall cross in front of the bus. The bus shall not be moved until all pupils discharged from the bus who must cross the street or highway have done so. The driver of the bus shall not permit the pupils to be discharged from the bus to cross the street or highway until they may safely do so.

3. Authority of drivers

   The driver of any school bus shall be held responsible for the orderly conduct and safety of the pupils transported. Continued disorderly conduct or refusal to respect the authority of the school bus driver shall be sufficient reason for the pupil to be denied transportation in accordance with regulations of the governing board of the school. (All adult passengers such as coaches, teachers, monitors, etc., are also under the authority of the school bus driver.)

4. Smoking in bus

   Smoking in a school bus shall be prohibited whenever pupils are aboard.

5. Intoxicating liquors

   No intoxicating liquor shall at any time be carried in a school bus.

6. Animals

   No animal shall be transported in any school bus unless such animals are to be used as part of the school program and only when specifically authorized by the local school authorities.

7. Weapons

   No weapons of any sort, except side arms carried by authorized police officers, shall be transported on a school bus.

28-900. Regulations relative to school buses

A. The commission by and with the advice of the state board of education shall adopt and enforce regulations not inconsistent with this chapter to govern the design and operation of all school buses used for the transportation of school children when owned and operated by any school district or institution, or privately owned and operated under contract with any school district or institution, or privately owned and operated under contract with any school district in this state and the regulations shall by reference be made a part of any such contract with a school district. Every school district, its officers and employees, and every person employed under contract by a school district shall be subject to such regulations.

B. Any officer or employee of any school district who violates any of the regulations or fails to include obligation to comply with the regulations in any contract executed by him on behalf of a school district shall be guilty of misconduct and subject to removal from office or employment. Any person operating a school bus under contract with a school district who fails to comply with any of the regulations shall be guilty of breach of contract and the contract shall be cancelled after notice and hearing by the responsible officers of the school district.

INFORMATION SHEET

RULES FOR SCHOOL BUS SAFETY

Pupils being transported are under the authority of the bus driver and shall:

1. Be on time for the bus both morning and evening.
2. Stand a safe distance from the highway while waiting.
3. Get in line as the bus approaches.
4. Always use the steps and handrail.
5. Never crowd or push.
6. Sit in seats as assigned by the driver.
7. Take seats quietly and quickly, and remain seated while the bus is in motion.
8. Keep hands, arms, heads or objects inside bus.
9. Never throw anything while on the bus.
10. Have written permission from the principal to leave bus other than at home or school.
11. Talk in normal tones; no loud or vulgar language.
12. Keep the bus clean; never place books or other objects in aisle.
13. Refrain from marking, scratching or damaging the bus in any way.
14. Dangerous objects, knives, matches, etc., are prohibited.
15. Be courteous to the driver, to other pupils and to passers-by.
16. Refrain from talking to the driver while bus is in motion.
17. Remain seated until the bus comes to a full stop.
18. Those sitting closest to the door get off first.
19. Move away from the bus as soon as you get off.
20. Go directly home at the end of the day.

Riding the bus is a privielge. Pupils who refuse to obey directions of the bus driver promptly or refuse to obey regulations shall forfiet their right to ride on the buses.

INFORMATION SHEET

REPORT OF MISCONDUCT ON SCHOOL BUS

This is a form the school bus driver fills out when an infraction of the rules takes place on the bus. One copy is sent to the student's parents.

REPORT OF MISCONDUCT ON SCHOOL BUS

Bus #_____Date_____

Name of Student_____

School_____Time: A.M. - P.M.

INFRACTION (Check Infractions)

☐ Loud, Unnecessary Talking

☐ Vulgar or Profane Language

☐ Unauthorized Window Adjustment

☐ Out of Seat When Bus in Motion

☐ Part of Body Out Window

☐ Object Thrown Out Window or Door

☐ Marked on Part of Bus

☐ Cut Seat

☐ Lack of Consideration for Others

☐ Eating on Bus

☐ Chewing Gum

☐ Failed to Follow Instructions of Driver

☐ Continually Late to Bus Stop

☐ Striking Matches on Bus

☐ Failure to Sit in Assigned Seat

☐ Littering Bus

Warning Given?_____Yes_____No

REMARKS: Brief Explanation of Infraction_____

_____

_____

Signature of Driver